

**THE MOTIVATIONAL LEVEL AND PERFORMANCE OF EDUCATIONAL
MANAGERS: THEIR IMPLICATIONS TO SCHOOL
MANAGEMENT**

A Thesis

Presented to

The Faculty of the College of the Graduate Studies

Samar State Polytechnic College

Catbalogan, Samar

In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

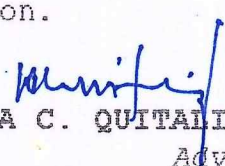
Major in Administration and Supervision

MELLY MILCA-NABELON

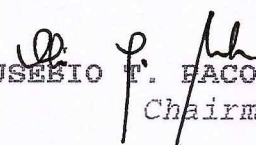
December, 2001

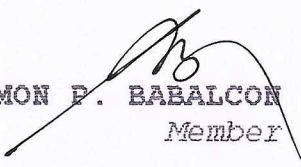
APPROVAL SHEET

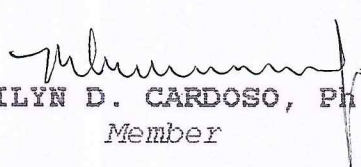
In partial fulfillment of the requirements for the degree, **Master of Arts IN Education**, this thesis entitled, "**THE MOTIVATIONAL LEVEL AND PERFORMANCE OF EDUCATIONAL MANAGERS: THEIR IMPLICATIONS TO SCHOOL MANAGEMENT**" has been prepared and submitted by **Mrs. Melly Milca-Nabelon**, who having passed the comprehensive examination is hereby recommended for oral examination.

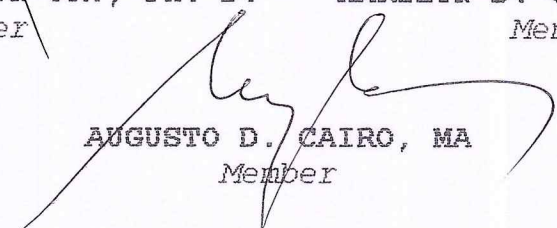

THELMA C. QUITAIG, Ph. D., CESO V
Adviser

Approved by the Committee on Oral Examination on December 29, 2001 with a rating of P A S S E D.

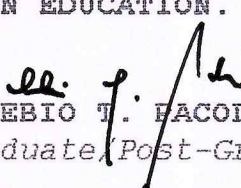

EUSEBIO T. PACOLOR, Ph. D.
Chairman


SIMON P. BABALCOM JR., Ph. D.
Member


MARILYN D. CARDOSO, Ph. D.
Member


AUGUSTO D. CAIRO, MA
Member

Accepted in partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION**.


EUSEBIO T. PACOLOR, Ph. D.
Dean, Graduate/Post-Graduate Studies

Date of Oral Examination:

December 29, 2001

A C K N O W L E D G M E N T

This research endeavor could not be made possible by the researcher's ability and capability alone but by the synergized efforts of several individuals who shared their respective expertise in the field of their specialization.

Likewise, with the inputs and guidance coming from the researcher's mentors, superiors, peers, relatives and friends, this output became a treasured masterpiece. Thus, the researcher is indebted to all that in one way or the other served as instruments for the realization of this output.

Therefore, the researcher wishes to record her gratitude and appreciation to the following individuals who lent their precious time and shared their invaluable assistance and expertise, to wit:

To **Dr. Thelma Cabadsan-Quitalig**, the Schools Division Superintendent of Samar and the researcher's adviser for her mentorship, guidance and kind assistance that turned this output a specialized craft;

To the Chairman of the Panel of Oral Examiners, **Dr. Eusebio T. Pacolor**, and the members of the Panel of Oral

Examiners, **Dr. Simon P. Babalcon, Jr., Dr. Marilyn D. Cardoso,** and **Prof. Augusto D. Cairo,** for their assistance in fine-tuning the manuscript by giving constructive criticisms and suggestions that elevated this output above mediocrity;

To **Mr. Guillermo D. Lagbo** for sharing his statistical expertise in the analysis and interpretation of the data;

To her **sisters** and only **brother** for giving her courage and determination to pursue this endeavor;

To her beloved parents, **Vedasto A. Milca, Sr.** and **Natividad B. Pontojas** for their moral support, prayers and inspiration extended to the researcher for her to finish this endeavor;

To her **cousins, relatives** and **friends** for giving her the "push" and encouragement to pursue despite the pressures and odds she encountered while on the process of finishing this output;

To her beloved husband, **Salvador** and her beloved daughter, **Ma. Loiel Salome** for their love, inspiration, consideration and understanding in her involuntary lapses as a mother while she was busy working on this thesis; and

Above all, to the **Almighty God**, for without Him, this work would not have been realized.

M. M. N.



DEDICATION

I humbly dedicate this work

to my husband,

Loy;

to my daughter,

Llysa;

to my parents,

Veding and Nating;

to my sisters,

Meddy and Marivic;

to my brother,

Bham²;

and to my auntie,

Vicenta Pantojas Vda. De Bato.

Melly

ABSTRACT

This study attempted to find out the motivational level of school districts in the Division of Samar and Its influence on their job performance for school year 2001-2002. This study utilized the descriptive-correlation research method, which involved investigating, recording, analysing and interpreting the data and other information gathered. Based on the responses given by Educational Managers themselves, they considered "Lower level management should have free hand in managing the units without political interference especially in the recruitment of personnel/teacher," and "Lessen the unnecessary personnel in the department to make transaction faster and easier," the first two ranking solutions to the problems they encountered relative to the management of elementary schools in the Division of Samar where 38 or 54.29 percent of them responded. "Strengthen guidance programs and services in the school to address problems and vandalism in school" was the least suggested solution where only three or 4.29 percent of them signified about this. There is a significant difference between the perceptions of the educational managers and their teachers relative to their level of performance along planning, coordination, communication, financial management, material resources management, human resources management, implementation, monitoring and supervision, evaluation and public relations. The noted differences can be attributed to the independence of the two categories of respondents in giving their perceptions. The educational managers based their self-assessment on their actual accomplishments and experiences, while the teachers based their assessment merely on observations.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
 Chapter	
1 THE PROBLEM AND ITS SETTING	1
Introduction	1
Statement of the Problem	6
Hypothesis	8
Theoretical Framework	10
Conceptual Framework	12
Significance of the Study	14
Scope and Delimitation	16
Definition of Terms	18
2 REVIEW OF RELATED LITERATURE AND STUDIES	29
Related Literature	29
Related Studies	41
3 METHODOLOGY	55
Research Design	55
Instrumentation	56

Validation of the Instrument	59
Sampling Procedure	61
Data Gathering Procedure	62
Statistical Treatment of Data	64
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	70
Profile of the Elementary School Managers in the Division of Samar	70
Motivational Level of Educational Managers in the Elementary Schools as Perceived by Themselves and their Teachers	80
Comparison between the Perceptions of Educational Managers and Teachers Relative to the Motivational Level of School Managers in the Division of Samar	98
Performance Level of Educational Managers in the Elementary Schools as Perceived by Two Groups of Respondents	102
Comparison between the Perceptions of Educational Managers and Teachers Relative to the Performance Level of School Managers in the Division of Samar	136
Relationship between the Performance of Educational Managers and their Level of Motivation	144
Administrative and Supervisory Problems Encountered by the Educational Managers in their Management of Elementary Schools in the Division of Samar	147
Suggested Solutions Given by Educational Managers on the Problems Encountered by them Relative to the Management of Elementary Schools in the Division of Samar	150
Implications from the Findings of the Study	152
5 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	155

Summary of Findings	155
Conclusions	170
Recommendations	173
BIBLIOGRAPHY	175
APPENDICES	181
CURRICULUM VITAE	220
LIST OF TABLES	227
LIST OF FIGURES	232

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The key official in any school organization is called the educational manager. Occupying the top of the ladder of the managerial field, he is beset with immense responsibilities that imply among others, a dynamic understanding and sensitive leadership role. If he is not fully equipped with managerial skills, he would not be able to cope with it.

True leadership is a rare commodity and always commands top price in the market place. The qualities that make a good leader include the abilities to motivate, teach, communicate, plan, and inspire confidence. According to Garofalo (1995:9), one of the most successful leadership styles is through example. He must do work the hardest if he wants his subordinates to work hard too. Along this line, the educational manager's attitude sets "tone" in the district he is in. Of course, a well-motivated educational manager produces a well-motivated subordinates also. Eventually, it follows that a well-motivated educational manager, turns to be a better performer.

The wide variety of educational strategies at the educational manager's command has made it more confusing for him to go about his work in an ever-changing society and complex environment. Technological and sociological change is continually taking place and the educational manager is tasked with the responsibility of being aware of these reforms in order to implement them in the educational organization. He is responsible for the achievement of common educational goals in coordination with other members of the educational field. As such, he must be equipped with the necessary knowledge and skills in the main functions of educational management in order to succeed (Doctor, 1992:47).

The educational manager or the school administrator as the key person in the school is responsible in putting in place quality education in the educational community. This is dependent of course on the quality of his leadership and new management style. On the school administrators, then, rest the burden of conjuring up innovative styles and techniques in improving the classroom instructions. Eventually, the success or failure of any organization depends, in large measure on the quality of its leaders, and the same is true in the educational system arena.

To inspire and compel his people to the highest endeavor, the administrator provides for communication and participation. He sees to it that his people have an opportunity to be heard on matters that affect them and that they participate in the preliminary discussion and analysis of decisions that directly involved them. Furthermore, the responsible administrator appraises, counsels, and coaches the subordinates who report directly to him. He makes himself available to arbitrate disagreements, to reconcile oppositions, to receive and handle grievances and complaints. He must also develop skills and command. He must know how to direct others without arousing offense or resentment and he must be able to secure obedience without destroying initiative and creativity (Roxas, 1992:318).

Moreover, it is believed that the way administrators treat their subordinates is the key to how the teachers and other subordinates treat their pupils. The quality interaction between the administrator and subordinates is directly related to the administrator's unique ability to motivate life and inspire to do the job and to provide for them essentialities in which they cannot do themselves (Blanchard, 1980:21).

Sometimes, the educational manager is beset with difficulties in carrying out his administrative functions. This may be partly attributed to poor human relations where ". . . some managers do not arrange men, the most critical or organizational resources. Not only they do not have the capability, but worse, they suffer from small, weak egos, high levelj of insecurity and an inordinate desire for power" (Maayo, 1991:7).

In the District of Tarangnan-Pagsanghan, it can be observed that the elementary school principals, head teachers, and teachers-in-charge, truly need some opportunities to look into themselves and find out some good reasons of their being in their respective jobs. With their becoming so engrossed in their beautification or the so-called "clean" policy of the school, practically less time is left for real concerns to address teaching-learning situations.

Based on the preliminary observations of the researcher, some subordinates are very uncooperative. Some are indifferent to their superiors. One possible reason to this, maybe, is due to the kind of leadership or management style the principals or supervisors adopt and practice. Allen (1958:43-44) declared that a manager must motivate to

his highest productivity the people who work for him. People are the unique elements in every company. Outstanding people can make even a poor organization operate successfully. Poorly motivated people can nullify the soundest organization.

During Parents-Teachers and Community Association (PTCA) meetings, many parents and teachers complained about poor results of instruction in the schools particularly in the far-flung barangays. This can be attributed to the ineffective instructional technologies and/or poor instruction from teachers, which might have been the result of the kind of leadership and supervision they experience from school managers.

These observations motivated the researcher to undertake this study to determine the motivational level of educational managers so that these could enhance efficient and effective performance of their jobs. From here, she has truly seen the pressing need to improve the level of leadership motivation there is among school managers in the Division of Samar, particularly in the elementary schools. Hence, this particular study is conducted.

Statement of the Problem

This study attempted to find out the motivational level of school managers in the elementary schools in the 27 school districts in the Division of Samar and its influence on their job performance for school year 2001-2002.

Specifically, this study sought answer to the following questions:

1. What is the profile of the elementary school managers in the Division of Samar in terms of:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 educational background;
- 1.4 number of years of teaching experience;
- 1.5 number of years as school manager;
- 1.6 performance rating for SY 2001-2002; and
- 1.7 number of hours of in-service trainings attended?

2. What is the motivational level of educational managers in the elementary schools as perceived by themselves and their teachers along the following areas of concerns:

- 2.1 life values;
- 2.2 individual competencies;
- 2.3 human relations; and
- 2.4 management and/or agency's support?

3. Is there a significant difference between the perceptions of educational managers and their teachers with respect to the above areas of concerns?

4. What is the performance level of educational managers in the elementary schools in the 27 school districts as perceived by the two groups of respondents along the following areas of concerns:

- 4.1 planning;
- 4.2 coordination;
- 4.3 communication
- 4.4 financial management;
- 4.5 material resources management;
- 4.6 human resources management;
- 4.7 implementation;
- 4.8 monitoring and supervision;
- 4.9 evaluation; and
- 4.10 public relations?

5. Is there a significant difference between the perceptions of the two groups of respondents with respect to the abovementioned problem?

6. Is there a significant relationship between the performance of educational managers and the level of motivation as perceived by themselves and their teachers?

7. What are the administrative and supervisory problems encountered by the educational managers in their management of elementary schools in the Division of Samar?

8. What suggested solutions can be made on the problems encountered by the educational managers?

9. What implications to school management can be derived from the findings of the study?

Hypotheses

In this study, the following hypotheses were tested, viz:

1. There is no significant difference between the perceptions of educational managers and their teachers relative to their level of motivation along the following areas of concerns:

1.1 life values;

1.2 individual competencies;

1.3 human relations; and

1.4 management and/or agency's support.

2. There is no significant difference between the perceptions of the two groups of respondents with respect to the performance of educational managers as to the following areas:

2.1 planning;

2.2 coordination;

2.3 communication;

2.4 financial management;

2.5 material resource management;

2.6 human resource management;

2.7 implementation;

2.8 monitoring and supervision;

2.9 evaluation; and

2.10 public relations.

3. There is no significant relationship between the performance of educational managers and their level of motivation as perceived by themselves and their teachers.

Theoretical Framework

This study was anchored on McGregor's motivational theory as cited by Hicks (1972:294-295) which represented two sets of assumptions, Theory X and Theory Y. Under such theories, administrators are more understanding and allow their subordinates to achieve to the limits of their talents and capabilities. Theory X approach sets high standards for people to reach the organizational goals. Under proper conditions, the human being seeks responsibility and develops his potential ability. Theory Y manager considers man as a growing, developing and learning being capable of responsibility and initiative to achieve goals.

Furthermore, McGregor, as cited by Hicks (1972:296), is recommending that people in general adhere more to Theory Y than Theory X. Under Theory X, the average human being has an inherent dislike for work and will avoid it if he can. Because of these human characteristics of dislike for work, most people must be coerced, controlled, directed and threatened with punishment to get them to exert adequate effort toward the achievement of organizational objectives. People under this theory prefer to be directed,

avoid responsibility, has relatively little ambition and wants security above all.

Under this Theory X, the organization must be structured with policies, procedures and work rules because people prefer to be directed and controlled. Job responsibilities must be clearly spelled out; goals are determined without the employees' participation or consideration.

Management must exercise authority, supervision and close control to make people do what the management wants them to do. In order to make them work, rewards and punishment must be applied. Also, educational leaders are expected to exercise discretion whenever a thing is to be done or to be proposed in their schools. The exercise of wise judgment in effecting instruction in their respective schools must be evident (Garfield, 1982:111).

Theory Y implies a more humane or more supportive approach to managing people. It assumes that people are not inherently lazy. Any appearance they have of being that way is the result of their experiences with the organizations; but if management will provide the proper environment to release their potential, work will become so natural to them as play or rest.

They will exercise self-direction and self-control in the service of objectives to which they are committed. Management's role is to provide them an environment in which the potential of people can be released to work (Murdick & Ross, 1975:47).

School managers must seriously understand that personal integrity and professional competence, efficiency, effectiveness and credibility are the criteria, which make an educational manager acceptable. Added to these qualities is a management style, which is consultative and participatory in decision-making. Thus, the result is which is an effective and efficient school system (Quisumbing, 1986:16-17).

Conceptual Framework

Figure 1 depicts the interplay of the factors in this study. The base shows the research environment, the elementary schools in the Division of Samar. The next frame speaks for the respondents of the study, which are the elementary school educational managers and teachers. The arrow upward shows that the study delved into the perceptions of the level of motivation of elementary school managers along the following areas of concerns, namely:

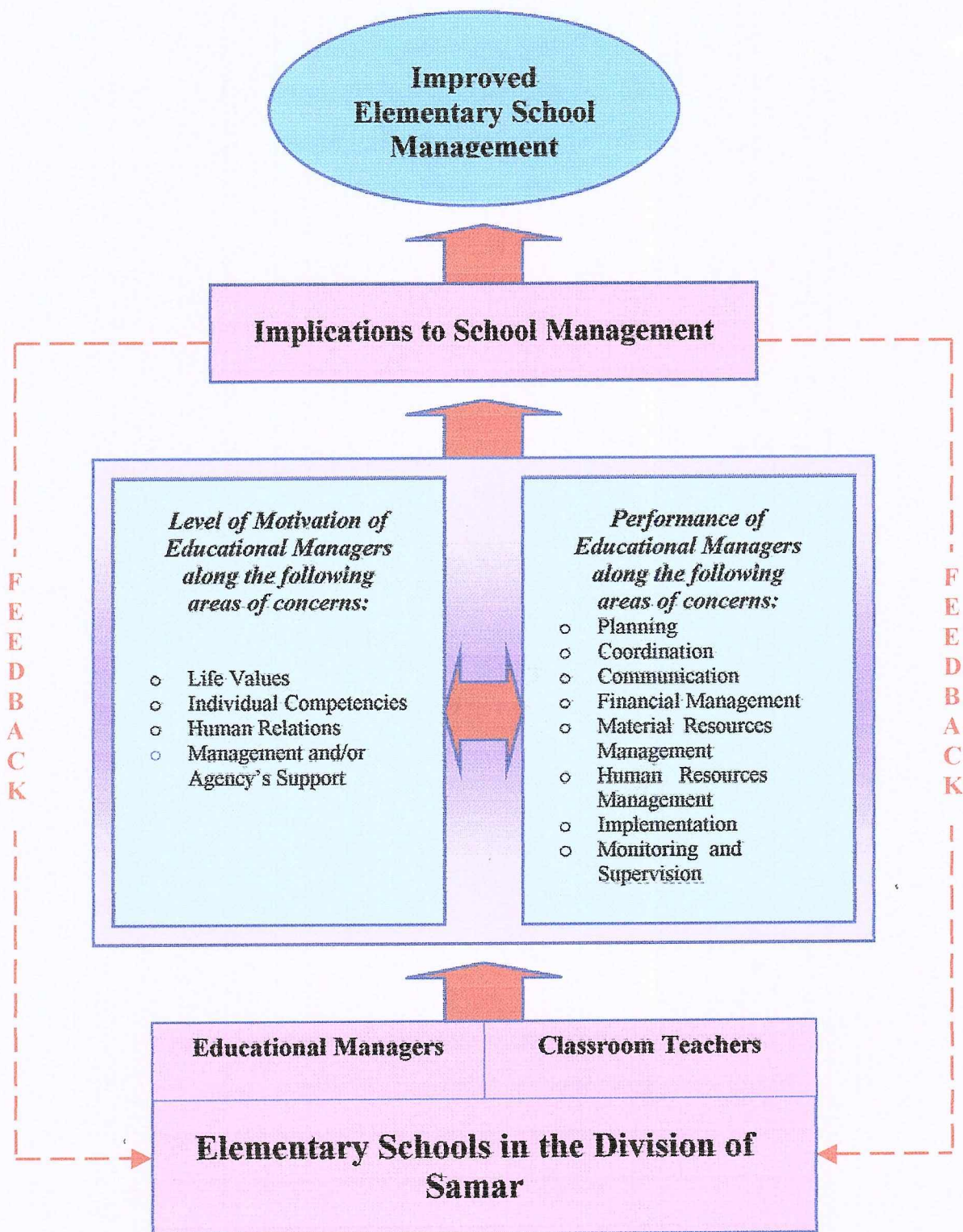


Figure 1. The Conceptual Framework of the Study.

life values; individual competencies; human relations; and management and/or agency's support. The same group of respondents correlated these to their performance as assessed. These perceptions were analyzed and compared to crosscheck the validity of their responses. Then the findings of this study were analyzed and interpreted with the end view of improving the management of the elementary schools, which is the ultimate goal of this study. The broken lines enclosing the schema reveal the feedback that came from the administrator-respondents themselves and the teachers that would redound to the improved elementary schools management in the Division of Samar.

Significance of the Study

This study was undertaken with the end in view of benefiting the educational managers, teachers, pupils and the division promotions board, as well as future researchers.

To the educational managers. The result of this study would provide vast information in analyzing the level of educational managers' motivation in managing their schools which will give or provide insights for more successful and effective leadership. It would make them improve their

knowledge regarding their roles and responsibilities in dealing with their subordinates.

To the teachers. This study is very beneficial to the teachers as the recipients of the assistance of the elementary school administrators, thus, helping their school administrators achieve goals and objectives. Also they can be in a better position to understand their superiors to make their working relationship smooth and functional.

To the pupils. The findings of this study would be of great help to them as the ultimate beneficiaries of whatever improvement there would be in the educational system.

To the division promotions board. This study provides specific information that would make the promotions board aware of the realities being encountered by educational managers. Thus, give them ideas in coming up with policies that would address the specific needs of educational managers in administering their respective schools. Moreover, the results of this study would serve as inputs to the division promotions board in coming up with policies for promotion and selection of educational managers.

To future researchers. This study would be a valuable input and a rich source of related literature for future researchers who would be prompted to pursue further study of similar nature.

Scope and Delimitation

This study aimed to determine the level of motivation of elementary school educational managers in the Division of Samar along the following areas, namely: life values; individual competencies; human relations; and management and/or agency's support, as well as their performance level along the following areas of concern, namely: planning; coordination; communication; financial management; material resources management; human resources management; implementation; monitoring and supervision; evaluation; and public relations, and correlated them to the variables to derive school management redirections.

The respondents of the study were the 70 elementary school educational managers and 351 elementary grades teachers in the 27 school districts in the Division of Samar, namely: Almagro-Tagapul-an; Basey I; Basey II; Calbiga; Catbalogan I; Catbalogan II; Catbalogan III; Catbalogan IV; Daram I; Daram II; Gandara I; Gandara II-

Matuguinao; Hinabangan; Jiabong; Marabut; Motiong; Pinabacdao-San Sebastian; San Jorge; Sta. Margarita; Villareal I; Villareal II-Talalora; Wright I; Wright II-San Jose de Buan; and Zumarraga districts.

This study was conducted during the school year 2001-2002.

Definition of Terms

In order to establish a common frame of reference, the terms that were used in this study are defined conceptually and operationally as follows:

Administration. This term connotes machinery of organization and its functions. It involves direction, control and operation of any enterprise in order to achieve some chosen objectives and ends (Weber, 1981:602). In this study, administration refers to the over-all control and operations of public elementary schools.

Communication. It is the art of developing and attaining understanding between people; a process of exchanging information and feelings between two people (Terry & Franklin, 1982:289). In this study, communication refers to the upward and downward exchange of ideas or points between the elementary school educational managers

and their respective teachers in the 27 school districts in the Division of Samar using the different media of transmission.

Competence. This refers to the quality or state of being functionally adequate or of having sufficient knowledge, judgment or skill for a particular duty or in a particular respect (Webster, 1981:173). In this study, it refers to the adequacy of knowledge, judgment or skill of the elementary school educational managers in the administration and supervision of public elementary schools.

Competency needs. In this study, these are knowledge, attitudes, habits and skills, which the elementary school administrators need, in the over-all management of the elementary school.

Coordination. The term coordination refers to the process of integrating the objectives and activities of the separate units of an organization in order to achieve organizational goals efficiently (Stoner & Wankel, 1987: 263). As used in this study, coordination refers to the process by which cooperation from all unit components in the 27 school districts in the Division of Samar are

solicited or impelled by the elementary school educational managers.

Curriculum development. It is defined as the process of selecting, organizing, executing and evaluating learning experiences on the basis of the needs, abilities, and interests of learners and the nature of the society or community (Andres & Francisco, 1989:19). In this study, curriculum development is referred to as the task of supervision of the elementary school educational managers directed toward designing or redesigning the guidelines for instructions including the development of specifications, indicting what is to be taught, by whom, when, where and what sequence or pattern for the improvement of teaching and learning.

Educational managers. This term refers to the person responsible for the total administration of an educational institutions, system, division or district (Good, 1973:15). In this study, educational managers refer to the elementary school administrators from the ranks of district supervisors, principals-in-charge and elementary principals.

Evaluation. This refers to the assessment of whether or not a program actually worked in practice. It is a

process usually done before, during and after the implementation of the program that involves gathering and analyzing information and discussing the data with the program staff (UPCMMC, 1999:108). In the light of this particular study, evaluation is referred to as one of the administrative and supervisory functions of the educational managers to monitor the different components of the district and the programs implemented therein.

Faculty development. It is defined as the phase of human resources management that sets up paths along which the individual moves and progresses overtime in the organization (Abasolo, 1991:70). In this study, faculty development refers to the responsibility of the elementary school educational managers for staffing and in-service education of teachers to promote the continuous improvement of the total professional staff of the school system and to provide the best possible staff for the operation of the schools.

Human relations. This term refers to the skill or ability to work effectively through and with other people. It implies a desire to understand others, their needs and their weaknesses, as well as their talents and abilities (Lowell & Manor, 1995:11-15). In this particular study, it

refers to the ability of the elementary school educational managers in the 27 school districts in the Division of Samar to deal with their respective teachers, as well as with the community in order to effectively carry out the mission, vision and the goals of the department.

Human resources management. Human resources management (HRM) is the effective management of people at work. It examines what can or should be done to make working people more productive and satisfied (Ivancevich, 1995:1). In this study, it refers to the act undertaken by the educational managers in the 27 school districts in the Division of Samar, as part of his administrative function, to encourage their respective teachers to acquire higher qualifications for promotion.

Individual competencies. The term individual competencies refers to the sufficient abilities or authorities that which a person possesses that enable him to actually do a certain skill on the basis of the present development and training (Funk and Magnalis, 1973:267). As referred to in this study, it is the skills possessed by the educational managers in the 27 school districts in the Division of Samar necessary to handle effectively and

efficiently any task assigned to them attached to their respective positions.

Life values. This term refers to the person's ideas about life's worth and desirability. It makes up one's judgments in life of moral and immoral, good and bad, right and wrong, beautiful and ugly and the like (Hebding & Glick, 1992:49). In this study, life values refers to the qualities that make the educational managers in the 27 districts in the Division of Samar persons of dignity and honor.

Management. It is the process by which a cooperative group directs towards common goals. This process involves techniques by which a distinguishable group coordinates activities with the people (Massie, 1979:6). In this study, management refers to the elementary school educational managers who activate, direct, supervise and control the planned procedure of the DECS in their respective districts towards the attainment of the goals of education.

Monitoring and supervision. It is the act of keeping a close eye on the work of workers and employees in the performance of the job assigned to them (Miranda, 1999:3-4). In this particular study, this term refers to the act of supervising and assessing the program implemented by the

DECS with the end in view to ascertain its strict implementation and to determine its impact to the school and to the community.

Motivation. The term refers to forces that energizes, direct and sustain a person's efforts. It is a combination of psychological forces which initiate, direct and sustain behavior towards successful attainment of some goals, which provide a sense of significance (Bateman, 1993:443). In this study, it refers to the process of arousing and sustaining enthusiasm among educators in all their activities geared towards the achievement of educational and personal goals.

Motivational level. This is the height or the stage of the interest, impulse, driving force, tendency or attitude causing a person or any individual to perform or to complete an activity, goal or objective (Garofalo, 1995: 28). As used in this study, motivational level refers to the degree by which the enthusiasm and drive manifested by the elementary school educational managers to perform and accomplish better their respective tasks.

Performance. The term means the actual accomplishment as distinguished from potential ability (Good, 1973:414). In this study, it refers to the administrators' actual

accomplishment vis-à-vis the goals and objectives of the school system. It is also the expected results, if through management redirection teachers' motivational needs are met and they are satisfied with their jobs.

Perception. It states the act or faculty of perceiving, or something perceived (Webster, 1981:393). In this study, perceptions refer to the weighted responses of the elementary school educational managers and elementary grades teachers relative to the indicators of the motivational and performance levels of educational managers in the Division of Samar.

Physical facilities development. This phase refers to the advancement or changes of the physical property of a school, consisting of the grounds, buildings, and various facilities within the school grounds and inside the school buildings (DECS, 1993:1). In this study, physical facilities development refers to the control, care, maintenance, beautification of the elementary school and the different components that constitute educational facilities initiated by the educational managers.

Planning. It is the process by which a manager anticipate the future and discovers alternative courses open to him (Aquino, 2000:18). In this study, it refers to

the set of actions or courses to be undertaken by the educational managers appertaining to the implementation of the programs of DECS in order to ensure that its objectives are met.

Public relations. It is a management function that evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest and executes a program of action to earn public understanding and acceptance (Sison, 1991:38). As referred to in this particular study, this term refers to the ability of the educational managers in the 27 school districts in the Division of Samar to associate with the people in the community and invite their cooperation for the development and improvement of the school.

Pupils' development. This refers to the growth or changes in all aspects as a person of the pupils studying under the relatively close supervision and tutelage of a teacher (Good, 1973:46). As referred to in this study, pupils' development is one of the essential tasks of elementary school educational managers, not just by teachers alone, in preparing the pupils so as to bring about the optimum in self-development and social growth,

the development of well-rounded personalities for the attainment of education.

Research, evaluation and extension service development. The term research refers to the careful, critical, disciplined inquiry, varying in technique and method according to the nature and conditions of the problem identified, directed toward the clarification or resolution (or both) of a problem which are ascertained by a standard gauge or measurement of appraisal and then applied to the out-of-school beneficiaries in the community with the end view of elevating their status and perspective in life (Good, 1973:419-430). As referred to in this particular study, research, evaluation and extension service development is one of the components of the department that aims to introduce and monitor innovations, techniques and methods to the community where the school is located that is the result of a careful investigation or study believed to alleviate the state of living of its constituents.

Supervision. The term refers to the direction and critical evaluation of instruction that stresses the relation of education to the social philosophy (Tejero, 1974:15). In this study, supervision refers to the task or

the job of the elementary school educational managers that deals with the improvement of the teaching and learning outcome.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains the literature and studies that are related to the present study. The survey of related literature and studies was conducted in the different libraries found here and abroad. In order to make this study more substantial, informative and data-based, sources and materials such as books, magazines, journals, pamphlets, unpublished master's theses and dissertations were availed of

Related Literature

McClelland and his colleagues (1989:605) espoused that 80 percent of daily mental activity can be related to only three motives, now known as "the three social motives," namely: achievement, affiliation, and power. These are the motives that are most common in daily life. Although the need for security or the need for nurturance are legitimate and indeed widely studied motives, on average they occupy little enough of most people's regular concerns that one can ignore them with only occasional exceptions.

Achievement motive (Atkinson and McClelland, 1983:51), is concerned for excellence or doing better. This can emerge in any of several ways: 1) competing to meet a standard of excellence; 2) meeting or beating a self-imposed standard; 3) accomplishing something new or unique; and 4) long-term career planning.

On the other hand, affiliation motive, emphasized around establishing, maintaining and restoring relationships. This emphasis can manifest in one or more of three ways: 1) positive. This focuses on enjoyment of relationship. It includes taking actions on another's behalf with no thought of recompense other than improving the relationship, enjoying the company of others, and feeling part of a greater whole; 2) cynical. It evolves also on relationships, but assuming they will go bad. It includes hypocrisy (presenting oneself as better than one is), and deception in supposedly affiliative relationships (cheating on one's spouse); and 3) anxious. Its concern is on anxiety about the success or failure of relationships. It includes discussions of interpersonal relationships, flow experience, negative reaction to separation (Kelner, 1991:14).

Power motive (Winter, 1971:36), is more on impact or influence on others. There are, again, several ways in which this can emerge: 1) concern for prestige, position, and prestige-laden circumstances or items; 2) taking strong, forceful actions; 3) taking actions that imply the possession of power; 4) actions that arouse strong emotions in others; and 5) unsolicited help or advice.

It was noted that motivated behavior is a broad category indeed. Different people manifest their motives in different ways that are shaped by their competencies, training and values. A person who comes up with many ideas for improvement but dislikes details may possess just as much achievement motive as a person who meticulously checks for quality issues but dislikes having to do something new.

Generally, the power motive is seen as a negative motive in English-speaking countries, as the word power carries associations of domination and manipulation; but in fact the power motive, like all three social motives, is a moral in nature. An effective coach or an empowering leader can be driven by power motive (which is really just about influence and impact) just as much as a dictator or a bully is. Likewise, some of the worst managers were those driven primarily not by power but by achievement motive, and hence

not alert to the implications of their actions as they drove people for excellence at any cost.

Furthermore, the descriptions given are at the personal level and they apply to individual people. However, these descriptions can also be applied to jobs and roles, which lead from the individual to the organization.

According to Borromeo (1993:1-2), the primordial responsibility of educational managers, in the case of school organizations, is the creation of an effective school, a school where meaningful learning takes place. Effective schools do not happen by chance. They result from the right combination of various factors. Educational managers, therefore, need to understand the factors that produce the climate which enables certain schools to win pre-eminence or to emerge as institutions to be emulated. Furthermore, he emphatically states that instructional leaders should endeavor to acquire behaviors that will enhance personal powers.

Furthermore, he cited that one of the attitudes of a leader is empathy. This is the imaginative projection of one's consciousness into another being. School leaders without empathy have set objectives, condition, and values, and assume that their subordinates have the same ones.

There are principals who: a) make assignments that are impossible for teachers to carry out successfully; b) fail to provide the necessary instructions when giving assignments; c) establish goals for subordinates on a unilateral basis without the necessary input and agreement on the part of the subordinates; d) fail to communicate periodically with subordinates; e) fail to recognize the importance of any unforeseen developments that make it impossible for jobs to be done; and f) fail to provide the motivation necessary to the success of the subordinate whether that motivation be financial or otherwise.

Moreover, the second quality or attribute of a leader that he cited is objectivity. Instructional leaders observe and trace the causes of events emotionally. It is important for a leader to evaluate from a distance, determine the actual causes of results, and take intelligent steps to correct mistakes. This is his being objective that is put to test.

There are also other factors like credibility, good communication skills, and good interpersonal relationship of the leader that boost the morale of subordinates. Other people in the organization look up to instructional leaders who are credible. Their credibility makes them worthy of

support and praise. Moreover, leadership is nothing more than motivating people. The only way leaders can motivate people is by communicating with them. Finally, achievement of organizational goals depends upon the ability of people to play as a team. If people are to work as a team and achieve the school's mission, they must learn to love each other. A major reason for the failure of capable people to advance is their inability to work well with colleagues.

Similarly, Stoner and Wankel (1987:14), opined that managers at all levels of an organization need to plan, organize, lead and control. There are, however, differences among managers in the amount of time they devote to each of these activities. Some of these differences will depend on the kind of organization the manager works for and on the type of job the manager has. Other differences on how managers spend their time will depend on the level of the individual manager in the organizational hierarchy.

For educational leaders to perform their functions, Bennis and Nanus (1985:59-60), identified four essential competencies, namely: 1) management of meaning. To be a competent leader, one must be able to manage the meaning of schooling. He or she must have a clear understanding of the purpose of schools and be able to manage the symbols of the

organization toward fulfilling that purpose; 2) management of attention. Educational leaders must have the ability to get teachers to focus and expand their energies toward fulfilling the purpose of the school; 3) management of trust. Strong instructional leaders behave in such a way that others believe in them, and their styles of leadership do not become controversial or debatable issues; 4) management of self. Effective instructional leaders have an accurate inventory of their own strengths and weaknesses. They do not have the illusion that they are supermen and are, therefore, willing to share their leadership with others.

Bills (1987:225-250), argued that good attributes are vital in developing effective educational leadership. He stressed extensive professional training and experiences as vital assets in developing effective educational leadership. Naskew (1992:25-28) added that superior training and broad experiences are potential cornerstones for effective instructional leadership. He further argued that competencies of subordinates reflect the quality of instructional leadership advanced by the school principal.

No administrator will likely master all these skills. But the most important thing one can do is to internalize

and understand what kind of administrator he is, what kind of teacher does he has and what can these teachers do to improve teaching in their part and administering a school on the part of the administrator. For it is believed that in every situation there is an appropriate style to be adopted.

Harris (1989:14-15), proposed successful strategies for achieving maximum performance at work, which are as follows: 1) joint-goal setting by managers and workers; objectives and targets are always a bit beyond current levels, so that people stretch themselves and strive toward greater achievement; 2) installing and sustaining norms of competence and high performance in the system; accomplished with worker's cooperation and consensus, these standards of excellence are incorporated into corporate culture (for instance, with a company slogan or logo, such as "we aim to be the best"); 3) continual reinforcement of positive behavior and accomplishment, particularly with support services; 4) constructive feedback to redirect worker's energies from ineffective to effective work habits and activities, so that people learn from failure; 5) capitalizing on human assets and potential by giving individuals and work groups more flexibility,

responsibility for top performance and results; 6) encouraging, by managerial example (including risk-taking and experimentation), a spirit of innovation and entrepreneurialism; 7) recruiting, selecting, promoting, and rewarding top performers, and highlighting them as role models to all employees; 8) fostering synergy among personnel, so that individual competition is replaced by teamwork and group achievement; 9) using training, education sessions, and self-learning methods to develop people's potential for success and meta-performance; these methods include personal growth input, self-image building, and achievement counseling; 10) eliminating underachievers who do not respond positively; 11) altering organizational structure so that it is more decentralized, mission-oriented, and responsive; 12) making work meaningful and fun by cultivating informality and fellowship in a context of production achievement and joyful accomplishment; 13) leading by staying close to personnel, suppliers and customers, so that managers respond quickly to market and employee needs; and 14) providing a mix of benefits, reward, and incentives to encourage talented performance.

In order to provide guidance for a more effective leadership, Covey (1991:13-20) emphasized leadership rooted

upon natural laws to be more effective and enduring leadership. He advised against leadership habits based upon varying degrees of dependency. He quoted Confucius in saying, "Give a man a fish, and you feed him for a day. Teach him how to fish and you feed him for a lifetime."

The use of heavy-handed means of a leader to justify virtuous ends is leadership habits not in consonance with natural laws. Covey elaborated: "Our effectiveness is based upon certain inviolate principles-natural laws in the human dimension, that are just as real as unchanging as laws such as gravity in the physical dimension." These principles are woven into the fabric of every civilized society, and constitute the roots of every family and institution that has endured and prospered.

Principles are not invented by society. They are laws of the universe that pertain to human relationships and organizations. People should live in harmony with such basic principles as fairness, equity, justice, integrity, honesty and trust.

Leadership with these basic principles moves towards survival and stability. Ignorance of these principles on the other hand, leads to disintegration and destruction.

Zeithamel (1993:445), declared that effective managers or administrators will facilitate performance by providing the things employees need to do their jobs. Managers can give their people proper training, the necessary tools and equipment, adequate budget and support staff, and enough authority and information to perform their jobs well. Without these things, even motivated employees will not perform well. If employees have everything they need to perform well, they shall be able to do the job, but they must also be willing.

People are willing to work hard if there is a reason to do so. Something must happen in their work environment that will prompt them to work. Thus, effective managers will take action that stimulate and facilitate performance.

Cohen (1990:12) in his book, "The Art of the Leader," suggested some rules for effective leadership to wit: if you want people to follow, you make them feel important. If you have a vision and you communicate it to others, you will succeed though the odds are against you. Treat them, as you would like to be treated yourself and put the welfare of those you lead above your own welfare, and take responsibility of your actions and adjust your mistakes.

Praise in public, criticize in private, take time to see and be seen and use competition to make striving a game."

Leadership styles may be effectively employed if leadership situations are taken into consideration. Leadership situations vary, and such factors as environment, culture and organization bear influence to the leadership situation.

Furthermore, Andres (1980:214-219), viewed that a school head or principal should possess the ability to understand systematic approaches in making change. There is no rigid standard approach in making change. It is important to consider that in any are of administrative and supervisory activities, there are some reasons that should be taken into account. First, there are different styles of managing; second, there is a standard method of solving any managerial problem, which is a useless approach since there are various factors present in every situation and organizations that are distinct and unique themselves.

The foregoing citations were taken from various related literature painstakingly reviewed by the researcher to give insights and background to this present study.

Related Studies

Studies, which are related and have bearing to the present study, are discussed in this section to give more insights and substantial background to the present endeavor.

Prias (1990) conducted a study on the relationship between the teacher's job satisfaction and the school climate. She came out with findings that teachers were most dissatisfied with superiors who did not give recognition for their work. Furthermore, she found out that teachers were most dissatisfied with their failures to get promotions and pay increases despite the fact that they have had high educational qualifications and instructional competence in their respective classes and have attended various in-service trainings due to politicking.

Moreover, the teacher's morale affected proportionately the quality of service the teacher rendered. Thus, a teacher who was not happy in his job, who feels he was unfairly treated, who feels there was nothing worthwhile in teaching would not perform efficiently.

A parallelism was noted in the present study to that of Prias considering that both studies delved on performance. However, the present study differed from the

previous study in its focus. While the previous study focused on the teacher's job satisfaction as it was correlated with the school climate, the present study focused on the motivational and performance levels of educational managers.

In the same accord, De la Cruz (1990) revealed in his study that the teacher was one of the most important factors in the educative process, and that in the success of a person, there was always a teacher involved. His findings served as an eye-opener to the school authorities concerned with the tasks of alleviating the plight of the teachers. He stated further that teachers should evaluate themselves and should have in them a desire to grow professionally and to upgrade their competencies in the performance of their job by reading new materials, attending workshops, seminars and other development programs.

From the findings of the study, De la Cruz gave several recommendations for teachers' improvement, viz:

- 1) send teachers to trainings, local and national;
- 2) conduct in-service trainings in the school where the principal is the director or training leader;
- 3) prepare a 5-year teacher development plan;
- 4) improve the present

ranking system/procedure; and 5) give teachers freedom to air their opinions and ideas during conferences, meetings, and assemblies.

The present study has relevance to the study of De la Cruz in the sense that both studies tackled performance. The present study tackled on the motivational level and performance of educational managers influencing the effectiveness of teachers in teaching, the previous study tackled on the classification and compensation of teachers in the performance of their duties and responsibilities. However, considering that the two studies have different focus, the present study was concerned with the educational managers' motivational and performance levels, while the previous study was concerned on the performance of the teachers, they differed in one way or another.

In support to the foregoing studies, Ynalbis (1990) in her study entitled, "Educational Qualification and Instructional Competence of Elementary Grades Teachers" stated that to grow professionally will enable teachers to gain competence with regard to new thrusts or change in education, and to update their educational qualifications for the benefit of the learners and for the good of the service.

Some notable findings were as follows: 1) instructional competence is affected by the teacher's educational qualification; and 2) there is a positive relationship between the variables. As teacher keeps on upgrading his educational qualification through various means, instructional competence becomes evident in classroom instruction.

He likewise recommended that teachers should attend seminars, professional meetings and undergo educational trainings to gain new ideas and knowledge. They should advance their studies to gain expertise in the field of teaching.

The present study has resemblance with the study of Ynalbis considering that both studies were correlational in nature involving professional effectiveness in the educational system. The present study, however, focused more on how motivational and performance levels affect elementary school management, while the former was concerned about all elementary school teachers' qualification and competence, therefore, they differed from each other.

Balano (1992) had conducted another study that delved into the relationship of principal's personal

characteristics, instructional leadership and management styles to teachers' performance in the Division of Eastern Samar. Based on the findings, he concluded that the instructional leadership and personal qualities of the principal has no significant relationship except by age because apparently age is the only factor that has significant relationship with instructional leadership. It was also revealed in his study that management styles and personal qualities of the principal have no significant relationship. Likewise, the principal's autocratic management and experience and the management styles of principal is not related to teacher's performance. Furthermore, he discovered that only democratic style of management adopted by the principal has a strong relationship with instructional leadership.

From the conclusions drawn, Balano recommended the following: 1) discrimination and playing favorites must be avoided; 2) the welfare of the many should be considered over and above the welfare of the few; and 3) transparency should be adopted by the principal in the school in the performance of his administrative and supervisory functions particularly when there is a vacancy or an opportunity for

promotion, the vacancy should be made known before not after it is filled.

The present study is relevant to the study undertaken by Balano for the reason that both studies delved on the perceptions of the two categories of respondents, the school administrators and the teachers. But they differed on the focus of the assessment where perceptions of the two categories were captured. The present study delved on the motivational and performance levels of the educational managers as perceived by the two categories of respondents, while the previous study delved on the relationship of principal's personal characteristics, instructional leadership and management styles to the teacher's performance as perceived by the two categories of respondents.

On the other hand, Abadiano (1994), in her study, revealed that administrators in some selected districts in the Division of Samar have higher educational qualifications than the teachers. Another finding revealed that administrators and teachers do not have the same perceptions; they vary in their views in terms of the extent of exercise in the supervisory functions. Moreover, administrators are most concerned with the welfare of their

subordinates at least concerned on giving/awarding awards and citations.

The following were some of the recommendations raised by Abadiano: 1) the administrators should coordinate more effectively with their supervisory functions on the aspects of classroom supervision, teacher development, motivational practices and facilities development; 2) teachers must upgrade themselves educationally so that they can participate more effectively in the policy formulation of schools where one belongs. They must be encouraged to attend seminars and conferences; and 3) administrators should also provide more extrinsic motivations on the teachers by awarding them for exemplary performance so that they would be motivated to perform better.

The present study has relevance with the study of Abadiano with regards to the administrators' management functions that affect the performance of teachers. However, the two studies differed in the area being assessed. The present study assessed the motivational and performance levels of educational supervisors, whereas the previous study assessed the supervisory functions of the school administrators.

Likewise, Tupaz (1995) conducted an assessment of need competencies of public elementary school principals in order to come up with a proposed guide for professional development and effectiveness. The findings were as follows: 1) principals assigned significantly have different mean frequency ratings on the three skills-technical, human and conceptual. They rated themselves highest on conceptual skills, average on technical skills and lowest on human skills; 2) teachers similarly rated themselves average and above average on effectiveness on technical skills, highest on conceptual skills and lowest on human skills; 3) there is also a significant difference between the principals and the teachers' ratings on the effectiveness on the area of technical skills; 4) the principals and teachers gave significantly different ratings to both frequency and effectiveness under conceptual skills. Although the ratings were above average, yet the principals' ratings differed from that of the teachers and the principals believed that they performed their tasks more frequently and more effectively than what the teachers thought; and 5) the greatest need competencies of the elementary school principals appear to be in the area of human skills development.

The present study had been found similar to the study undertaken by Tupaz in the sense that both studies placed emphasis on the motivational level among elementary school administrators that affects the effectiveness of teachers in their teaching profession. However, a difference has been noted also in the focus of the study. The present study delved on the correlates of motivational and performance levels of educational managers, while the previous study delved on the need competencies of educational managers.

In the study conducted by Codoy (1997) on "Teachers' Motivational Needs and Leadership Styles of Elementary School Administrators: Their Relation to Job Satisfaction," he found out that the elementary school teachers are the docile and uncomplaining group because majority of them are satisfied with their jobs or in their present teaching and that the present crop of administrators are more democratic and humanistic in their dealing with their subordinates or teachers. This must probably be the result of their recent educational qualifications. And because of the humanistic style of leadership employed by the school administrators, the job satisfaction of the elementary school teachers are

predominantly stable. The following are the recommendations he made: 1) school administrators should continue using the democratic style of leadership. They should be more concerned with the plight of the teachers and treat them as "whole persons with dignity"; and 2) that teachers should be encouraged to set higher goals. "Hitching a wagon to a star" may just be the dream, if pursued may become a reality.

The present study is related to the study of Codoy since both studies tried to consider and look into the performance of educators. However, the two studies differed in the area of concentration. The present study concentrated on the motivational and performance levels of educational managers and correlated the two variables for some management redirections, while the previous study concentrated on the motivational need of teachers and the leadership styles of educational administrators and correlated them to their job satisfaction or performance level.

Another study conducted by Caveiro (1997) on "The Administrative and Supervisory Styles of Secondary School Administrators: Basis for Policy Redirections" where he stressed that quality education was dependent on the

quality of leadership and new management styles employed among administrators and education officials. Personal integrity and professional competence, efficiency, effectiveness and credibility were the criteria, which make educational leaders acceptable. Added to this was a management style, which was consultative and participatory in decision-making. It was found out in this study, that secondary school principals in the Division of Samar shifted from one supervisory style to another, depending on the situation the principal faced. It was therefore recommended that the principals in the secondary schools of the Division of Samar be more oriented on the different supervisory styles to enhance their effectiveness in educational management.

The present study is related to the study conducted by Caveiro since they both dealt with management functions. Likewise, both studies were conducted in the Division of Samar. However, as far as respondents are concerned, there was really a marked difference noted between the two studies. The present study focused on elementary school educational managers while the previous study focused on secondary school educational managers.

In the same way, Barug (1997) appraised the supervisory practices of district supervisors of Southern Leyte Division relative to their functions as basis for proposals for improvement. It was revealed in his study that supervisory practices of the target population covers: 1) the formulation of the aims, objectives, and the purposes to be achieve; 2) the selection and organization of subject matter to be taught; 3) the placement of the teachers; 4) the selection of methods and techniques by which the subject are to be taught; and 5) the evaluation of the child's growth and the improvement of the teachers.

The present study is relevant to the foregoing study inasmuch as both studies were descriptive in nature and delved into management in the educational setting. However, they differed on two major aspects, research environment, and the focus of the study. As to research environment, the present study was conducted in the Division of Samar, while the previous study was conducted in the Division of Leyte. Moreover, as to the focus of the study, the present study focused on the motivational and performance levels of the elementary school educational managers, while the previous study focused on the supervisory practices of the district supervisors.

In addition to the foregoing study, Apolinario (1999) recommended that there is a need to further reinforce the desire of educational managers to pursue professional advancement to enhance their administrative and/or managerial skills. This is made possible by granting scholarship to enable them to finish their graduate and post-graduate courses. He likewise declared that a realistic and continuous staff development program should be implemented in the division. This should give equal access to these teachers to enjoy scholarship grant, attendance to seminar-workshops, conferences, which are designed to answer to their unique and distinct needs. He further suggested that there is a need to have regular consultative meetings in the school which should involve the educational managers themselves, the teachers, pupils, as well as their parents to minimize communication gaps and also to enable parents to take active part in the planning, implementation, and monitoring of school projects and programs, which are designed to promote and attain school and community progress and development.

The present study is related to the previous study for the reason that both studies delved on the performance of educational managers. However, they differed on the focus

of the study. The present study focused on the motivational and performance levels of educational managers and its correlates, while the previous study focused on the performance of educational managers and its competency needs.

The foregoing related studies reviewed gave much support to the present study. They provided inputs relative to its focus and methodology. Moreover, worthwhile suggestions were incorporated and relevant, as well as appropriate methodologies were adopted in the present study.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures used in the conduct of the study. It treats the research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure, and the statistical treatment of data.

Research Design

This study utilized the descriptive-correlation research method, which involved investigating, recording, analyzing and interpreting the data and other information gathered. The main instrument used in gathering the data was the questionnaire supplemented by other research gathering techniques, such as, personal interview, documentary analysis and observation. The study covered 70 educational managers and 351 classroom teachers in 27 school districts of the Division of Samar.

The data gathered were tabulated, organized, and presented based on the specific questions. Testing of the hypotheses was likewise undertaken with the aid of the following statistical tools: t-test for uncorrelated means,

Pearson Product-Moment Correlation Coefficient, and Fisher's t-test. The researcher applied the foregoing statistical measures as inferential tools in analyzing the gathered data in addition to the weighted means and standard deviation.

Instrumentation

As discussed earlier, the researcher utilized various instruments and techniques in gathering data and other information very useful in this particular study. Among the instruments used were the following: questionnaire and unstructured interview, which were supplemented by other data gathering techniques, such as, documentary analysis and observation.

Questionnaire. The questionnaire was the principal instrument used in gathering the data and relevant information in this particular study. The researcher formulated two sets of questionnaires. Set 1 was administered to the educational managers of the 27 school districts in the Division of Samar, while set 2 was administered to the teacher-respondents in the same districts involved in this study.

Set 1, the questionnaire for the educational managers, was composed of four parts. Part I refers to the profile of the educational managers which aimed to gather such information as, age and sex, civil status, educational background, number of years of teaching experience, number of years as school manager, performance rating for SY 2001-2002, and the number of hours of in-service trainings attended. Part II refers to the level of motivation of elementary school educational managers as perceived by themselves along the following areas of concern: life values, individual competencies, human relations, and management/agency's support. Possible responses under this part were quantified using the five-point Likert scales of 1 to 5. Part III refers to the level of performance of educational managers as perceived by themselves along planning, coordination, communication, financial management, material resources management, human resources management, implementation, monitoring and supervision, evaluation, and public relations, where the five point Likert scale was also used. Finally, Part IV refers to the two-part open-ended questions designed to solicit information on: a) administrative and supervisory problems encountered by the educational managers; and b) suggested

solutions that would address the problems on administration and supervision encountered by the educational managers.

Set 2, the questionnaire for the teacher-respondents, was composed of three parts. Part I refers to the respondent's personal information that includes age and sex, position, and station. Part II refers to the teacher's perception on the level of motivation of their respective educational managers along life values, individual competencies, human relations, and management/agency's support. Likewise, possible responses under this part were quantified using the Likert scales of 1 to 5. Part III refers to the teacher's perception on the level of performance of educational managers along the following areas of concern: planning, coordination, communication, financial management, material resources management, human resources management, implementation, monitoring and supervision, evaluation, and public relations. Under this part, the five-point Likert scales of 1 to 5 were also used to quantify the responses of the respondents.

Interview. This data gathering technique was used as a supplemental instrument used by the researcher to verify vague data or information gathered with the use of the questionnaire. The researcher conducted an unstructured

interview whenever responses given by the respondents created confusion.

Documentary analysis. In addition to the foregoing instruments, the researcher looked into the service records of the educational managers to validate information relative to their length of service. This data gathering techniques was likewise used to review the performance rating of the educational managers for SY 2001-2002 and cross-matched with the given information in the questionnaire.

Observation. Another data gathering technique used by the researcher to supplement the basic instrument was the on-the-spot observation. This technique was employed to give the researcher first-hand information on the outward manifestation and behavior of the educational managers deemed very material to validate the perceived motivational and performance levels of the elementary school educational managers in the 27 school districts in the Division of Samar.

Validation of Instrument

Considering that the basic instrument in this particular study, the questionnaire, was a self-structured

instrument devised by the researcher for this purpose, some procedures were followed. First, the researcher drafted the two sets of questionnaire taking into considerations the specific questions and submitted the same to her research adviser for critiquing. Comments and suggestions of the adviser were considered and incorporated in the first revision of the questionnaire. Then the revised questionnaire was subjected to an expert validation by the graduate and post-graduate professors of Samar State Polytechnic College, Catbalogan, Samar. In this process, comments and suggestions from the experts were considered and were incorporated in the final draft of the questionnaire.

To further validate the reliability of the questionnaire, the final draft was subjected to a dry-run conducted at Villahermosa Elementary School, Brgy. Villahermosa, Pagsanghan, Samar, requesting the Head-Teacher to answer set 1 of the questionnaire and the classroom teachers to answer the set 2 of the questionnaire. In this procedure, the test-retest reliability method (Sevilla, et al, 1992:216) was employed. Hence, the dry-run was conducted twice to the same respondents in an interval of one week. Results of the two

dry-runs were tallied, tabulated and analyzed to ascertain that the questionnaire was able to capture all the data and information needed in this particular study. Furthermore, the coefficient between the responses indicated by the respondents during the first and the second try-out was calculated using the Pearson r , whereby r_{xy} resulted to 0.82, which denoted a fairly high reliability. This signified that the self-made questionnaire was appropriate for individual measurement.

Sampling Procedure

The researcher, in this particular study, employed total enumeration to the first category of respondents, the educational managers. This means that all the educational managers with the ranks of District Supervisor, Principal-in-Charge, and Principal from the 27 school districts in the Division of Samar were identified and considered respondents and were made to answer the set 1 questionnaire. This was made so by the researcher to obtain reliable information particularly on the motivation and performance levels of the elementary school educational managers from their own point of view.

On the other hand, a stratified random sampling method was employed for the second category of respondents, the classroom teachers. The total population of the classroom teachers in the 27 school districts in the Division of Samar of 2,856 was determined by the researcher whereby the sample size was computed with the use of Sloven's formula as follows (Sevilla, et al, 1992:182):

$$n = \frac{N}{1 + Ne^2}$$

where: n refers to the sample size;

 N refers to the population size; and

 e refers to the desired margin of error.

After the determination of the sample size, the teachers were stratified and respondents in every stratum were drawn by lottery using the fish-bowl technique. Names that were drawn were made to answer the set 2 questionnaire. The number of respondents per district by category is presented in Table 1.

Data Gathering Procedure

Permission to conduct the study in the division was sought first by the researcher from the Schools Division Superintendent of the DECS Division of Samar. The same

Table 1

The Sampling Frame

School Districts	Educational Managers	Teachers	Total
1. Almagro-Tagapul-an	2	15	17
2. Basey 1	4	16	20
3. Basey II	2	14	16
4. Calbiga	3	15	18
5. Catbalogan I	3	16	19
6. Catbalogan II	3	19	22
7. Catbalogan III	2	14	16
8. Catbalogan IV	3	12	15
9. Daram I	2	12	14
10. Daram II	1	9	10
11. Gandara I	3	10	13
12. Gandara II-Matuguinao	2	11	13
13. Hinabangan	3	10	13
14. Jiabong	2	10	12
15. Marabut	2	9	11
16. Motiong	3	10	13
17. Pinabacdao-San Sebastian	4	16	20
18. San Jorge	2	9	11
19. Sta. Margarita	4	14	21
20. Sta. Rita	2	17	19
21. Sto. Niño	4	10	14
22. Tarangnan-Pagsanghan	3	19	22
23. Villareal I	1	14	15
24. Villareal II-Talalora	3	12	15
25. Wright I	3	12	15
26. Wright II-San Jose de Buan	2	11	13
27. Zumarraga	2	12	14
T o t a l	70	351	421

permit was made reference by the researcher to seek permission for the respective elementary school managers in the 27 school districts to field the questionnaire to the

identified respondents by category in each school district of the Division of Samar.

After seeking all the necessary permits, the researcher personally fielded the basic instrument of this particular study. Likewise, the researcher personally followed-up and collected duly accomplished questionnaires from the respondents to ensure a higher percentage of retrieval of the questionnaire. In this particular study, the researcher was quite lucky enough considering that a 100 percent retrieval of the questionnaire was made. Simultaneously, she conducted interview and observation to process and verify vague responses from the respondents.

Statistical Treatment of Data

The data or information gathered were tallied, classified, tabulated and presented in statistical tables to facilitate analyses and interpretation. The following statistical tools were used to analyze and interpret the data collected:

Frequency count and percentage. Frequency count on distribution expressed on percentage of the subject responses was utilized to present the profile of the

elementary school educational managers in the 27 school districts in the Division of Samar.

Arithmetic mean. This statistical tool was employed to determine the average age of the educational managers, as well as, the average number of teaching experience, the average number of years as school manager, and the number of hours of in-service trainings attended.

Weighted mean. This was used to compute the motivational and performance levels of the educational managers, which was aided by the five-point scale.

To determine the motivational level of the educational managers, the scale used was as follows:

<u>Scale</u>	<u>Interpretation</u>	
4.51 - 5.00	Extremely Motivated	(EM)
3.51 - 4.50	Highly Motivated	(HM)
2.51 - 3.50	Moderately Motivated	(MM)
1.51 - 2.50	Fairly Motivated	(FM)
1.00 - 1.50	Not Motivated	(NM)

On the other hand, to determine the performance level of the educational managers, the following five-point scale was used:

<u>Scale</u>	<u>Interpretation</u>	
4.51 - 5.00	Excellent	(E)

3.51 - 4.50	Very Satisfactory	(VS)
2.51 - 3.50	Satisfactory	(S)
1.51 - 2.50	Unsatisfactory	(US)
1.00 - 1.50	Poor	(P)

Standard deviation. Standard deviation was used to assess how the ages of the educational managers of the 27 school districts of the Division of Samar, as well as, their teaching experience, length of service as school managers, and in-service trainings attended vary.

t-test for uncorrelated means. This statistical tool was utilized to compare the perceptions of the respondents using the following formula (Walpole, 1982:311):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \right] [1/n_1 + 1/n_2]}}$$

where: t refers to the computed t-value;

\bar{X}_1 refers to the mean of the first variable;

\bar{X}_2 refers to the mean of the second variable;

s_1^2 refers to the variance of the first variable;

s_2^2 refers to the variance of the second variable;

n_1 refers to the number of cases of the first variable; and

n_2 refers to the number of cases of the second variable.

Pearson-product-moment correlation coefficient. The Pearson r was applied to determine the reliability of the instrument through the test-retest technique employing the following formula (Walpole, 1982:207):

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where: r_{xy} refers to the computed correlation coefficient between X and Y;

ΣX refers to the sum of the values in the first set of dependent variable;

ΣY refers to the sum of the values in the second set of dependent variable;

ΣXY refers to the sum of the product of X and Y;

ΣX^2 refers to the sum of the squared X values; and

ΣY^2 refers to the sum of the squared Y values.

In evaluating the computed r_{xy} , the Table of Reliability Coefficient suggested by Ebel (1965:242) was used as shown as follows:

Reliability Coefficient	Degree of Reliability
0.95 - 0.99	Very high.
0.90 - 0.94	High.
0.80 - 0.89	Fairly high, adequate for individual measurements
0.70 - 0.79	Rather low, adequate for group measurements.
Below 0.70	Low, entirely inadequate for individual measurements although useful for group average and school surveys.

Likewise, the aforementioned statistical tool was also applied to determine the degree of relationship between the performance level and the motivational level of educational managers.

Fisher's t-test. This statistical tool was applied to test the significance of the relationship with the use of the following formula (Ferguson and Takane, 1989:207):

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

where: r refers to the computed correlation coefficient; and
 n refers to the number of paired observations.

Finally, testing of hypothesis was done using $\alpha = .05$ as the level of significance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data collected in this particular study including their corresponding analyses and interpretations. Included in this chapter are the following: profile of the elementary school managers in the Division of Samar, the motivational level of educational managers in the elementary schools, the performance level of educational managers in the elementary schools, the administrative and supervisory problems encountered by the educational managers in their management of elementary schools in the Division of Samar, and the suggested solutions on the problems encountered by the educational managers.

Profile of the Elementary School Managers in the Division of Samar

To gain insights into the background and qualifications of the elementary school managers in the Division of Samar, the researcher considered it imperative to look into their profile. Included in this section are the following variates: age and sex; civil status,

educational background, number of years of teaching experience, number of years as school manager, performance rating for SY 200-2001, and number of hours of in-service trainings attended.

Age and sex. The age and sex profile of the school managers in the Division of Samar is shown in Table 2. The data presented reveal that there were 33 or 47.14 percent males and 37 or 52.86 percent females from the total 70 respondents.

As revealed by the same table, the average age of the school managers of the Division of Samar is 54.14 years with a standard deviation of 5.33 years with the male school managers having an average age of 53.27 years with a standard deviation of 5.32 years, while the female respondents came up with an average age of 54.92 years with a standard deviation of 5.29 years.

Furthermore, majority of the school managers in the Division of Samar, as revealed by Table 2, feel at the age bracket of 54-58 years old with 27 or 38.57 percent of 70 respondents. There were 18 or 25.72 percent feel at the age bracket of 49-53 years old, 15 or 21.42 percent fell at the age bracket of 59-63 years old, seven or 10.00 percent fell

Table 2

**Age and Sex Profile of School Managers in the
Division of Samar**

Age Bracket	M a l e		F e m a l e		T o t a l	
	f	%	f	%	f	%
59-63	4	5.71	11	15.71	15	21.42
54-58	15	21.43	12	17.14	27	38.57
49-53	8	11.43	10	14.29	18	25.72
44-48	4	5.71	3	4.29	7	10.00
39-43	2	2.86	1	1.43	3	4.29
Total	33	47.14	37	52.86	70	100.00
Mean	53.27 years		54.92 years		54.14 years	
S. D.	5.32 years		5.29 years		5.33 years	

at the age bracket of 44-48 years old and only three or 4.29 percent feel at the age bracket of 39-43 years old.

Based on the data gathered, it is obvious that the majority of the school managers of the Division of Samar who served as respondents were in their early 50s and perhaps physically matured for the position they are in.

Civil status. Table 3 reflects the profile of the school managers in the Division of Samar as to civil status. Of the 70 school managers in the Division of Samar,

Table 3

**Profile of School Managers in the Division of Samar
as to Civil Status**

Civil Status	M a l e		F e m a l e		T o t a l	
	f	%	f	%	f	%
Single	2	2.86	1	1.43	3	4.29
Married	29	41.43	34	48.57	63	90.00
Widow	2	2.85	2	2.86	4	5.71
Total	33	47.14	37	52.86	70	100.00

63 or 90.00 percent signified as married, four or 5.71 percent signified as widow and the remaining three or 4.29 percent signified that they were singles.

Educational background. Table 4 presents the profile of the school managers in the Division of Samar as to their educational background. As shown in Table 4, there were 36 or 51.42 percent of the 70 respondents who are master's degree holders, 15 or 21.43 percent have earned units in the post-graduate course. There are seven or 10.00 percent who are holders of an education degree who earned masteral units, four or 5.71 percent are holders of a doctorate degree, three or 4.29 percent are holders of complete academic requirements for a doctorate degree and another

Table 4

**Profile of the School Managers in the Division of Samar
as to Educational Background**

Educational Background	M a l e		F e m a l e		T o t a l	
	f	%	f	%	f	%
Doctorate degree	1	1.42	3	4.29	4	5.71
CAR - doctorate	2	2.86	1	1.43	3	4.29
Doctoral units	7	10.00	8	11.43	15	21.43
Master's degree	18	25.71	18	25.71	36	51.42
MA (CAR)	1	1.43	1	1.43	2	2.86
Masteral units	2	2.86	5	7.14	7	10.00
Baccalaureate degree	2	2.86	1	1.43	3	4.29
Total	33	47.14	37	52.86	70	100.00

Three or 4.29 percent are holders of an education degree. There are only two or 2.86 percent signified to be holders of complete academic requirements for a master's degree.

The data show that the respondents in this study possess the basic educational requirements for the position they are in.

Teaching experience. Table 5 shows the teaching experience of the respondents from where they rose as school managers. As shown in the same table, majority of them had been in the teaching profession for 3-10 years comprising 44.29 percent of the total respondents, that is, 31 out of 70 school managers, followed by those who had been in the teaching profession for 11-18 years comprising 18.57 percent or 13 school managers. Only one out of 70

Table 5

**Profile of School Managers in the Division of Samar
as to Teaching Experience**

Years of Experience	M a l e		F e m a l e		T o t a l	
	f	%	f	%	f	%
43-50	0	0.00	1	1.43	1	1.43
35-42	0	0.00	6	8.57	6	8.57
27-34	4	5.71	5	7.14	9	12.85
19-26	5	7.15	5	7.14	10	14.29
11-18	6	8.57	7	10.00	13	18.57
3-10	18	25.71	13	18.58	31	44.29
Total	33	47.14	37	52.86	70	100.00
Mean	13.29 years		19.69 years		16.67 years	
S. D.	8.75 years		10.85 years		11.47 years	

school managers or a mere 1.43 percent signified to had been in the teaching profession for 43-50 years.

Based on the data presented, the school managers came up with an average teaching experience of 16.67 years with a standard deviation of 11.47 years. This denotes that majority of the school managers in the Division of Samar had a quite longer teaching experience before they were promoted as school managers. From this experience, they may have acquired positive attitudes, procedures, techniques and strategies, which are very useful in the discharge of their duties and responsibilities as school managers.

Length of service as school managers. Table 6 presents the profile of the school managers as to the length of their service as school managers. Among the 70 respondents, there were 17 or 24.29 percent signified to have been a school manager for 16-20 years, 16 or 22.85 percent for 6-10 years, 15 or 21.43 percent signified to have been a school manager for 11-15 years. There were four or 5.71 percent who have been a school manager for 26-30 years and only three signified to have been a school manager for 1-5 years.

From the data presented, it can be gleaned that the school managers came up with an average of 15.64 years

Table 6

**Profile of School Managers in the Division of Samar
as to Length of Service as School Managers**

Years as School Managers	M a l e		F e m a l e		T o t a l	
	f	%	f	%	f	%
26-30	4	5.71	0	0.00	4	5.71
21-25	12	17.14	3	4.29	15	21.43
16-20	8	11.43	9	12.86	17	24.29
11-15	3	4.29	12	17.14	15	21.43
6-10	4	5.71	12	17.14	16	22.85
1- 5	2	2.86	1	1.43	3	4.29
Total	33	47.14	37	52.86	70	100.00
Mean	18.45 years		13.14 years		15.64 years	
S. D.	7.11 years		6.64 years		6.63 years	

length of service as school manager. This signified that the school managers in the Division of Samar had acquired a remarkable number of years experience in the field of administration and supervision, maybe an ample time to consider themselves competent and experts in this field.

Performance rating. Table 7 reflects the profile of the respondents as to performance rating. As reflected in the table, 55 or 78.57 percent of the school managers

Table 7

**Profile of the School Managers in the Division of Samar
as to Performance Rating**

Adjectival Rating	M a l e		F e m a l e		T o t a l	
	f	%	f	%	f	%
Outstanding	6	8.57	9	12.86	15	21.43
Very Satisfactory	27	38.57	28	40.00	55	78.57
Total	33	47.14	37	52.86	70	100.00

obtained a "very satisfactory" performance rating, while 15 or 21.43 percent obtained an "outstanding" performance rating and nobody from among them obtained "satisfactory" performance rating.

The data presented in Table 7 signified a clear picture that the school managers in the Division of Samar are efficient and effective managers of their respective units or schools.

In-service trainings attended. Table 8 shows the profile of the school managers as to in-service trainings attended. As shown in the table, 18 or 25.71 percent of the 70 school managers in the Division of Samar signified to have attended in-service trainings for 316-360 hours, 15 or

Table 8

**Profile of School Managers in the Division of Samar as to
the Number of Hours of In-Service Trainings Attended**

Training Hours Attended	M a l e		F e m a l e		T o t a l	
	f	%	f	%	f	%
541-585	1	1.43	1	1.43	2	2.86
496-540	1	1.43	0	0.00	1	1.43
451-495	0	0.00	0	0.00	0	0.00
406-450	2	2.86	3	4.29	5	7.15
361-405	1	1.43	3	4.28	4	5.71
316-360	7	10.00	11	15.71	18	25.71
271-315	3	4.29	6	8.57	9	12.86
226-270	6	8.57	9	12.86	15	21.43
181-225	4	5.71	2	2.86	6	8.57
136-180	3	4.28	2	2.86	5	7.14
91-135	5	7.14	0	0.00	5	7.14
Total	33	47.14	37	52.86	70	100.00
Mean	269.82 hours		308.81 hours		290.43 hours	
S. D.	115.34 hours		80.93 hours		99.86 hours	

21.43 percent for 226-270 hours and nine or 12.86 percent signified to have attended 271-315 hours of in-service trainings. There were six or 8.57 percent have attended in-

service trainings for 181-225 hours, five or 7.14 percent for 406-450 hours, another five or 7.14 percent for 136-180 hours and still another five or 7.14 percent for 91-135 hours. Furthermore, there were four or 5.71 percent of the school managers signified to have attended in-service trainings for 361-405 hours, two or 2.86 percent for 541-585 hours and only one or a mere 1.43 percent signified to have attended 496-540 in-service training hours.

Based on the data presented, the school managers came up with an average of 290.43 in-service training hours. This denotes that the school managers in the Division of Samar underwent regular continuing education through in-service trainings, probably, to up-date themselves with the new strategies and developments in managing their respective schools or units for the betterment of the whole division and department.

Motivational Level of Educational Managers
in the Elementary Schools as Perceived
by Themselves and Their Teachers

The degree or extent of motivational level of educational managers in the elementary schools as perceived by the school managers themselves and their teachers are presented in Tables 9-12. These include the following

areas: life values, individual competencies, human relations and management/agency's support.

Life values. Table 9 presents the level of motivation of school managers in the Division of Samar along 18 areas of motivation on life values. The grand mean obtained for the school managers and their teachers was 4.34 and 4.12, respectively, with the same adjectival interpretation of "highly motivated." These signify that the two categories of respondents have the same perceptions on the level of motivation of the school managers in the area of life values.

As shown in Table 9, school managers declared that out of the 15 identified areas of motivation on life values, 14 were given a rating of "highly motivated" and only one area was rated as "extremely motivated." The area that corresponded to "Joyfulness or the capacity to be happy with self and others, to experience fulfillment in one's experiences and life situations," obtained the highest weighted mean of 4.53, which can be interpreted as "extremely motivated," while the areas corresponding to "self-awareness or personal knowledge of the forces and factors, which motivate and influence behavior" and "self-congruence or being comfortable with real self regardless

Table 9

**Motivational Level of School Managers in the Division of
Samar as Perceived by the Two Categories of
Respondents along Life Values**

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
1. Self-awareness or personal knowledge of the forces and factors which motivate and influence behavior	School Managers	25	37	4	4	0	70	4.19	HM
	Teachers	86	216	47	2	0	351	4.10	HM
2. Leadership or ability to influence positively, people and situation	School Managers	23	45	2	0	0	70	4.30	HM
	Teachers	88	216	47	0	0	351	4.12	HM
3. Affection or capacity both to give and receive love from subordinates	School Managers	37	26	0	0	4	67	4.37	HM
	Teachers	111	197	39	4	0	351	4.18	HM
4. Independence, that is, ability to control one's life space, as well as to make one's own decisions	School Managers	21	43	6	0	0	70	4.21	HM
	Teachers	98	172	74	6	0	350	4.03	HM
5. Self appreciation which speaks of acceptance of what one is and can become as well as one's limitations	School Managers	23	45	2	0	0	70	4.30	HM
	Teachers	97	181	68	5	0	351	4.05	HM
6. Self congruence or being comfortable with oneself and sensitive to one's impact on others, or being one's real self regardless of the situation	School Managers	23	37	10	0	0	70	4.19	HM
	Teachers	87	174	80	10	0	351	3.96	HM

Table 9 continued

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
7. Responsibility which is the ability to persevere, to be dedicated and committed to the goals of profession/organization	School Managers	35	31	4	0	0	70	4.44	HM
	Teachers	136	191	21	3	0	351	4.31	HM
8. Initiative or the ability to accomplish things	School Managers	31	37	2	0	0	70	4.41	HM
	Teachers	144	189	14	4	0	351	4.35	HM
9. Acceptance or ability to respect the dignity of others and valuing their uniqueness	School Managers	31	33	5	0	0	69	4.38	HM
	Teachers	144	177	23	7	0	351	4.30	HM
10. Trust or one's confidence in others	School Managers	21	47	2	0	0	70	4.27	HM
	Teachers	105	193	45	8	0	351	4.12	HM
11. Creative or being innovative	School Managers	27	37	6	0	0	70	4.30	HM
	Teachers	98	192	60	0	0	350	4.11	HM
12. Cooperativeness or ability to work with others in collaborative fashion	School Managers	37	31	2	0	0	70	4.50	HM
	Teachers	134	176	41	0	0	351	4.26	HM
13. Helpfulness or capacity to be concerned about others and render assistance	School Managers	29	41	0	0	0	70	4.41	HM
	Teachers	127	189	35	0	0	351	4.26	HM
14. Recognition or ability to achieve or be seen as a valuable person in the organization	School Manager	27	31	2	0	0	70	4.21	HM
	Teachers	86	187	72	6	0	351	4.01	HM

Table 9 concluded

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
15. Risk-taking or ability to take risks to accomplish what one feels is necessary	School Managers	23	43	4	0	0	70	4.27	HM
	Teachers	66	203	74	7	0	350	3.94	HM
16. Facilitating or ability to reconcile or foster and develop	School Managers	29	37	4	0	0	70	4.36	HM
	Teachers	60	201	86	4	0	351	3.90	HM
17. Joyfulness or capacity to be happy with self and others, to experience fulfillment in one's experiences and life situation	School Managers	39	29	2	0	0	70	4.53	EM
	Teachers	119	180	41	10	0	350	4.17	HM
18. Human service or seeking to serve the welfare and advancement of mankind in a meaningful fashion	School Managers	37	29	4	0	0	70	4.47	HM
	Teachers	84	203	58	6	0	351	4.04	HM
Grand Total	School Managers	518	659	71	4	4	1256		
	Teachers	1870	3437	925	82	0	6314		
Grand Mean	School Managers							4.34	HM
	Teachers							4.12	HM

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Extremely Motivated	(EM)
2	3.51 - 4.50	Highly Motivated	(HM)
3	2.51 - 3.50	Moderately Motivated	(MM)
2	1.51 - 2.50	Fairly Motivated	(FM)
1	1.00 - 1.50	Not Motivated	(NM)

of the situation" equally obtained the least weighted mean of 4.19, which can be interpreted as "highly motivated."

The teachers, on the other hand, declared that all of the 15 identified areas were rated "highly motivated" with item number 8, "initiative or ability to accomplish things" having obtained the highest weighted mean of 4.35, seconded by item number 7, "responsibility which is the ability to persevere, to be dedicated and committed to the goals of profession/organization" with a weighted mean of 4.31. This is followed by item number 9, "acceptance or ability to respect the dignity of others and valuing their uniqueness" with a weighted mean of 4.30, while item number 16, "facilitating or ability to reconcile or foster and develop" obtained the least weighted mean of 3.90.

The foregoing data clearly illustrate that the school managers were highly motivated with the different areas along life values that is manifested in the way they discharge their functions and duties as school managers. Their respective teachers observed this high motivational level and therefore harmonious working relationship exists between school managers and teachers. This means that the school managers are confident to their leadership styles

that would bring about better performance among their respective teachers.

Individual competencies. Table 10 reflects the level of motivation of the school managers in the Division of Samar along seven identified areas of motivation on individual competencies as perceived by the school managers themselves and by their teachers. The perception of the school managers obtained a grand mean of 4.30, which can be interpreted as "highly motivated," while the teachers gave a grand mean of 3.99 with the same adjectival interpretation of "highly motivated."

Of the seven identified areas of motivation along individual competencies, the school managers perceived themselves to be "highly motivated" with number 1, "professional attainment or major vocational and professional success," and number 2, "intellectual competencies or intelligence or capacity to apply knowledge, ability to conceptualize and to perceive relationships, etc.," equally obtained the highest weighted mean of 4.44 while item 5, "physical competencies or physical prowess or athletic/outdoor abilities," obtained the least weighted mean of 3.96.

Table 10

**Motivational Level of School Managers in the Division of
Samar as Perceived by the Two Categories of
Respondents along Individual Competencies**

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
1. Professional attainment or major vocational and professional success	School Managers	33	35	2	0	0	70	4.44	HM
	Teachers	86	212	53	0	0	351	4.09	HM
2. Intellectual competencies or intelligence or capacity to apply knowledge, ability to conceptualize and to perceive relationship, etc.	School Managers	31	39	0	0	0	70	4.44	HM
	Teachers	96	183	72	0	0	351	4.07	HM
3. Judgment competencies or ability to make reasonable decisions and discriminate and solve problems	School Managers	25	39	6	0	0	70	4.27	HM
	Teachers	76	203	72	0	0	351	4.01	HM
4. Social competencies or skills to deal with people on a one-to-one, group, or organizational level, etc.	School Managers	33	29	8	0	0	70	4.36	HM
	Teachers	82	198	68	8	0	351	3.99	HM
5. Physical competencies or physical prowess or athletic/outdoor abilities	School Managers	13	41	16	0	0	70	3.96	HM
	Teachers	62	183	96	6	4	351	3.83	HM
6. Aesthetic competencies or responsiveness and appreciation of beauty in art or nature	School Managers	25	35	10	0	0	70	4.21	HM
	Teachers	82	209	56	4	0	351	4.05	HM

Table 10 concluded

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
7. Actualizing competencies or ability to motivate self beyond present level of accomplishment	School Managers	29	39	2	0	0	70	4.39	HM
	Teachers	58	214	68	11	0	351	3.91	HM
Grand Total	School Managers	189	257	44	0	0	490		
	Teachers	542	1397	485	29	4	2457		
Grand Mean	School Managers							4.30	HM
	Teachers							3.99	HM

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Extremely Motivated	(EM)
2	3.51 - 4.50	Highly Motivated	(HM)
3	2.51 - 3.50	Moderately Motivated	(MM)
2	1.51 - 2.50	Fairly Motivated	(FM)
1	1.00 - 1.50	Not Motivated	(NM)

Likewise, on the part of the teachers, they perceived all of the seven identified areas of motivation along individual competencies as "highly motivated" also. To them, item 1, "professional attainment or major vocational and professional success," obtained the highest weighted mean of 4.09, while number 5, "physical competencies or physical prowess or athletic/outdoor abilities," obtained the least weighted mean of 3.83.

The data in Table 10 imply that the school managers were highly motivated in terms of individual competencies

to promote good and quality administration in their respective units or schools. These could indicate that they are very open to the new trends in administration and supervision and they subject themselves to updating and continuing education to effectively lead their respective teachers towards a certain goal or objectives.

Human relations. The responses of the school managers in the Division of Samar along human relations is reflected in Table 11. In this area, there were 16 identified areas of motivation of which the respondents were asked to give their perceptions. Based on the responses, the school managers perceived themselves to be "highly motivated" being manifested by the obtained grand mean of 4.29, while the teachers likewise, perceived their school managers as "highly motivated" by giving a grand mean of 4.07.

On the point of view of the school managers, out of 16 identified areas, the school managers perceived themselves to be "highly motivated" in 15 areas and considered themselves as "extremely motivated in number one, "role and good relationship with the team members and other functional units," with a weighted mean of 4.59. Of the areas perceived to be "highly motivated," number 11, "the leadership in the team is shared," obtained the highest

Table 11

**Motivational Level of School Managers in the Division of
Samar as Perceived by the Two Categories of
Respondents along Human Relations**

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
1.Role and good relationship with the team members and other functional units	School Managers	41	29	0	0	0	70	4.59	EM
	Teachers	146	168	37	0	0	351	4.31	HM
2.The team shares with a sense of being accountable individually for the group's results	School Managers	21	47	2	0	0	70	4.27	HM
	Teachers	92	195	64	0	0	351	4.08	HM
3.The thought that competencies are sufficient to help the team accomplish its goals	School Managers	29	39	2	0	0	70	4.39	HM
	Teachers	94	201	56	0	0	351	4.11	HM
4.The team works well together and has cohesion	School Managers	27	35	8	0	0	70	4.27	HM
	Teachers	94	193	56	8	0	351	4.06	HM
5.The group has the skills within it to deal effectively with its differences and disagreements	School Managers	25	37	8	0	0	70	4.24	HM
	Teachers	78	199	74	0	0	351	4.01	HM
6.The group communicates at both the cognitive (I think) and affective (I feel) levels of interaction	School Managers	19	39	12	0	0	70	4.10	HM
	Teachers	82	191	74	4	0	351	4.00	HM

Table 11 continued

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
7.The team provides individual support to members when needed	School Managers	19	41	10	0	0	70	4.13	HM
	Teachers	90	197	58	6	0	351	4.06	HM
8.The group regularly gives recognition and encouragement	School Managers	19	47	4	0	0	70	4.21	HM
	Teachers	94	191	58	8	0	351	4.06	HM
9.The team facilitates member involvement and seeks their opinions	School Managers	19	49	2	0	0	70	4.24	HM
	Teachers	78	207	56	10	0	351	4.01	HM
10.The group foster participation and positively reinforces contributions	School Managers	19	41	10	0	0	70	4.13	HM
	Teachers	76	181	88	6	0	351	3.93	HM
11.The leadership in the team is shared	School Managers	33	37	0	0	0	70	4.47	HM
	Teachers	97	209	45	0	0	351	4.15	HM
12.Members play a variety of roles and no one dominates	School Managers	25	43	2	0	0	70	4.33	HM
	Teachers	96	183	66	6	0	351	4.05	HM
13.The group welcomes inputs and feed-backs	School Managers	23	43	4	0	0	70	4.27	HM
	Teachers	94	179	66	12	0	351	4.01	HM
14.The team is committed to cooperation and collaboration among members with other groups	School Manager	31	35	4	0	0	70	4.39	HM
	Teachers	94	179	78	0	0	351	4.05	HM
15.The team inspires best efforts	School Manager	25	39	6	0	0	70	4.27	HM
	Teachers	108	160	82	0	0	351	4.07	HM

Table 11 concluded

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
16.The members work well together	School Managers	31	37	2	0	0	70	4.41	HM
	Teachers	115	172	58	6	0	351	4.13	HM
Grand Total	School Managers	406	638	76	0	0	1120		
	Teachers	1528	3005	1016	66	0	5615		
Grand Mean	School Managers							4.29	HM
	Teachers							4.07	HM

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Extremely Motivated	(EM)
2	3.51 - 4.50	Highly Motivated	(HM)
3	2.51 - 3.50	Moderately Motivated	(MM)
2	1.51 - 2.50	Fairly Motivated	(FM)
1	1.00 - 1.50	Not Motivated	(NM)

weighted mean of 4.47 while number 6, "the group communicates at both the cognitive (I think) and affective (I feel) levels of interaction," obtained the least weighed mean of 4.10.

On the other hand, as presented in Table 11, the teachers perceived the level of motivation of their school managers as "highly motivated" in all 16 identified areas on human relations. Item number 1, "role and good relationship with the team members and other functional units," was rated with the highest weighted mean of 4.31 while number 10, "the group foster participation and

positively reinforce contributions," was rated with the least weighted mean of 3.93.

The data signify that both the school managers and teachers agree that the level of motivation of the school managers with respect to human relations is high. This denotes that the school managers consider the importance of human factor in their administration and supervision thus, recognize its contribution to the success of the programs implemented in their respective units or schools.

Management/agency's support. Table 12 reveals the motivational level of the school managers in the Division of Samar along management/agency's support as perceived by the school managers themselves and their teachers. As revealed by Table 12, the school managers perceived themselves to be "highly motivated" with a grand mean of 4.26 while the teachers perceived the school managers as "highly motivated" also with a grand mean of 4.00.

Moreover, on the point of view of the school managers, out of 16 areas along management/agency's support, they perceived three to be "extremely motivated" and 13 were perceived to be "highly motivated." Among those areas considered extremely motivated, were numbers 2, 3 and 5, corresponding to: "feeling the job is important;"

Table 12

**Motivational Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Management/Agency's Support**

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
1.Availability of materials and human resources to the group's tasks	School Managers	19	37	14	0	0	70	4.07	HM
	Teachers	56	185	92	18	0	351	3.79	HM
2.Feeling the job is important	School Managers	37	33	0	0	0	70	4.53	HM
	Teachers	181	140	30	0	0	351	4.43	HM
3.Opportunity to do interesting work	School Managers	39	31	0	0	0	70	4.56	HM
	Teachers	133	183	35	0	0	351	4.28	HM
4.Opportunity for self development and improvement	School Managers	35	35	0	0	0	70	4.50	HM
	Teachers	127	177	41	6	0	351	4.21	HM
5.Respect as a person	School Managers	43	27	0	0	0	70	4.61	HM
	Teachers	166	152	27	6	0	351	4.36	HM
6.Chance for promo- tion	School Managers	29	25	16	0	0	70	4.19	HM
	Teachers	90	164	86	11	0	351	3.95	HM
7.Good pay	School Managers	23	29	14	4	0	70	4.01	HM
	Teachers	80	166	86	19	0	351	3.87	HM
8.Chance to turn out quality work	School Managers	29	35	6	0	0	70	4.33	HM
	Teachers	82	205	58	6	0	351	4.03	HM

Table 12 continued

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
9. Knowing what is going on in the organization	School Managers	27	39	4	0	0	70	4.33	HM
	Teachers	101	170	78	2	0	351	4.05	HM
10. Large amount of freedom on the job	School Managers	21	39	10	0	0	70	4.16	HM
	Teachers	63	186	94	8	0	351	3.87	HM
11. Being told by the boss when one does a good job	School Managers	23	35	6	6	0	70	4.07	HM
	Teachers	72	160	102	16	0	351	3.82	HM
12. Having an efficient supervisor	School Managers	32	27	11	0	0	70	4.29	HM
	Teachers	115	177	41	12	0	351	4.09	HM
13. Agreement with agency objectives	School Managers	27	39	4	0	0	70	4.33	HM
	Teachers	78	197	70	6	0	351	3.99	HM
14. Good physical working conditions	School Managers	21	39	8	2	0	70	4.14	HM
	Teachers	96	189	62	4	0	351	4.07	HM
15. Pensions and other security benefits	School Managers	21	37	8	4	0	70	4.07	HM
	Teachers	33	172	114	24	6	349	3.58	HM
16. Having an employee council	School Manager	25	25	12	7	0	70	3.99	HM
	Teachers	33	163	124	22	7	349	3.55	HM
Grand Total	School Managers	450	532	113	23	0	1118		
	Teachers	1506	2786	1140	160	19	5611		

Table 12 concluded

Areas of Motivation	Respon- dents	Level of Motivation						WM	Adj. Ra- ting
		5 EM	4 HM	3 MM	2 FM	1 NM	Total		
Grand Mean	School Managers							4.26	HM
	Teachers							4.00	HM

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Extremely Motivated	(EM)
2	3.51 - 4.50	Highly Motivated	(HM)
3	2.51 - 3.50	Moderately Motivated	(MM)
2	1.51 - 2.50	Fairly Motivated	(FM)
1	1.00 - 1.50	Not Motivated	(NM)

"opportunity to do interesting work;" and "respect as a person" with an obtained means of 4.53, 4.56 and 4.61, respectively. From among the areas perceived to be highly motivated, numbers 8, 9 and 13 equally obtained the highest weighted mean of 4.33. These areas are: "chance to turn out quality work;" "knowing what is going on in the organization;" and "agreement with agency objectives."

On the point of view of the teachers, as revealed by Table 12, all of the 16 identified areas along management/ agency's support were considered by them as "highly motivated" in respect to their perception on the level of motivation of their respective school managers along this area. Item number 5, "respect as a person", was rated with the highest weighted mean of 4.36 while number 16, "having

an employee council" was rated with the least weighted mean of 3.55.

The data in Table 12 indicate that as far as management/agency's support is concerned, the school managers feel its backing to their respective program implementation and therefore, they are highly motivated to perform with excellence in the position they are in.

Table 13 summarizes the responses of the two categories of respondents relative to the motivational level of school managers in the Division of Samar. It can

Table 13

Summary of the Motivational Levels of School Managers

Areas of Concern	Category of Respondents				Over- all Mean	Adj. Rating
	School Managers		Teachers			
	WM	Adj. Rating	WM	Adj. Rating		
1.Life values	4.34	HM	4.12	HM	4.16	HM
2.Individual competencies	4.30	HM	3.99	HM	4.04	HM
3.Human relations	4.29	HM	4.07	HM	4.11	HM
4.Management/agency' s support	4.26	HM	4.00	HM	4.04	HM
Grand Mean	4.30	HM	4.04	HM	4.09	HM
S. D.	0.03		0.06		0.06	

be noted from this table that the highest over-all mean by area of concern was 4.16 with an adjectival rating of "highly motivated." This corresponds to the motivational level along life values. This is followed by the motivational levels along human relations, individual competencies and management/agency's support with over-all means of 4.11, 4.04 and 4.04, respectively.

Moreover, the motivational levels of the school managers for these four areas of concern were found to be "high."

Comparison Between the Perceptions of Educational Managers and Teachers Relative to the Motivational Level of School Managers in the Division of Samar

Table 14 presents the summary of the difference in the perceptions of the educational managers and the teachers relative to the motivational level of the former in the Division of Samar as the result of the t-test for uncorrelated means, the statistical tool considered appropriate in this process.

Life values. As shown in Table 14, the computed t-value of 5.444 turned to be greater than the critical t-value of 1.960 at .05 level of significance and $df = 34$.

Table 14

The t-test for Uncorrelated Means Table to Summarize the Difference on the Perceptions of the Two Categories of Respondents Relative to the Motivational Level of School Managers in the Division of Samar

Areas of Motivation	t-value		Evaluation	Decision
	Computed	Critical		
Life values	5.444	1.960	Significant	Reject Ho.
Individual competencies	4.208	2.179	Significant	Reject Ho.
Human relations	5.646	1.960	Significant	Reject Ho.
Management/agency's support	3.208	1.960	Significant0	Reject Ho.

This signifies that the null hypothesis stating that, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of motivation along life values," is rejected. From the means, it can be inferred that the perception of the educational managers is higher than the teachers. This is manifested by the grand means of 4.34 and 4.12 for the school managers and the teachers, respectively.

Individual competencies. Based on the data presented in Table 14 regarding the difference on the perceptions of the two categories of respondents relative to the motivational level of school managers in the Division of

Samar, the computed t-value of 4.208 turned to be greater than the critical t-value of 2.179 at .05 level of significance and at $df = 12$. Therefore, the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of motivation along individual competencies" is rejected.

From the computed means of the two groups of respondents, it can be noted that the school managers had a higher perceived level of motivation than the teachers. This denotes that the school managers being the concerned persons in the administration and supervision of their respective units or schools are in the best position to give an assessment of their motivational level while the teachers being the subject, based their perceptions on what they observed from their school administrators and being subjectively interpreted by them base on their own standards or point of view.

Human relations. As noted from Table 14 on the difference in the perceptions of the two categories of respondents relative to the motivational level of school managers in the Division of Samar, it can be gleaned that the computed t-value of 5.646 proved to be greater than the

critical t-value of 1.960 at .05 level of significance at $df = 30$. This means that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of motivation along human relations" is rejected.

Furthermore, the perception of the school managers relative to their motivational level along this area was higher than the teachers. This is manifested by the computed mean of 4.29 and 4.07 for the educational managers and the teachers, respectively.

Management/agency's support. Likewise, Table 14 present the difference on the perceptions of the two categories of respondents regarding the motivational level of educational managers along management/agency's support. As presented in the same table, the computed t-value of 3.208 proved to be greater than the critical t-value of 1.960 at .05 level of significance and at $df = 30$. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of motivation along management/agency's support" is rejected.

Like the other three areas, the perceived motivational level of the educational managers is higher than the teachers. This is proven by the computed means of 4.26 and 4.00 for the educational managers and the teachers, respectively.

**Performance Level of Educational Managers
in the Elementary Schools as Perceived
by the Two Groups of Respondents**

This study also looked into the performance level of the educational managers in the elementary school in the 27 school districts as perceived by the educational managers themselves and by their teachers along planning, coordination, communication, financial management, material resources management, human resources management, implementation, monitoring and supervision, evaluation, and public relations. Their perceptions are presented in Tables 15-24.

Planning. Table 15 presents the perceived performance level of the educational managers in the elementary schools in the 27 school districts of the Division of Samar. As presented, the educational managers rated their performance as "very satisfactory" with a grand mean of 4.26. To "establish a balance among competing objectives and targets

Table 15

**Performance Level of School Managers in the Division of
Samar as Perceived by the Two Categories of
Respondents along Planning**

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
1.Utilize established planning techniques, environmental scanning, technical forecasting or even future studies to develop unit goals with members	School Managers	21	37	12	0	0	70	4.13	VS
	Teachers	53	211	76	11	0	351	3.87	VS
2.Establish a balance among competing objectives and targets to accomplish overall work unit goals	School Managers	27	39	4	0	0	70	4.33	VS
	Teachers	66	214	62	9	0	351	3.96	VS
3.Assess technical feasibility for alternative courses of action	School Managers	23	45	2	0	0	70	4.30	VS
	Teachers	45	212	88	6	0	351	3.84	VS
4.Assess financial feasibility for alternative courses of action	School Managers	27	39	4	0	0	70	4.33	VS
	Teachers	47	195	99	10	0	351	3.79	VS
5.Assess socio political feasibility for alternative courses of action	School Managers	21	43	6	0	0	70	4.21	VS
	Teachers	41	197	107	6	0	351	3.78	VS

Table 15 concluded

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
6. Anticipate obstacles to achieving work unit goals, identify means for overcoming them and apply contingency plans when necessary	School Managers	27	33	10	0	0	70	4.24	VS
	Teachers	57	217	76	0	0	350	3.95	VS
7. Plan specifically for changes, adjusting long term work, unit goals accordingly	School Managers	31	25	14	0	0	70	4.24	VS
	Teachers	56	205	90	0	0	351	3.90	VS
8. Maintain a balance between needs/goals of specialized or unit interests and large organizational mission	School Managers	31	27	12	0	0	70	4.27	VS
	Teachers	6	212	133	0	0	351	3.64	VS
Grand Total	School Managers	208	288	64	0	0	560		
	Teachers	371	1663	731	43	0	2807		
Grand Mean	School Managers							4.26	VS
	Teachers							3.84	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

accomplished over all work unit goals" and "assess technical feasibility for alternative courses of action" equally obtained the highest weighted mean of 4.33 being

interpreted as "very satisfactory," while "utilize established dynamic planning techniques, environmental scanning, technical forecasting or even future studies to develop unit goals with members," obtained the least weighted mean of 4.13 with the same adjectival interpretation of "very satisfactory."

Likewise, the same table presents the perception of the teachers with regards to the performance level of the educational managers in the 27 school districts of the Division of Samar. As presented, the teachers perceived the performance level of the educational managers as "very satisfactory" with a grand mean of 3.84. To "establish a balance among competing objectives and targets to accomplish overall work unit goals," obtained the highest weighted mean of 3.96 with an adjectival rating of "very satisfactory," while "maintain a balance between needs/goals of specialized or unit interests and large organizational mission," obtained the least weighted mean of 3.64 being interpreted as "very satisfactory."

Coordination. Table 16 shows the perceptions of the two categories of respondents on the performance level of educational managers in the 27 school districts in the Division of Samar. As presented, on the part of the

Table 16

**Performance Level of School Managers in the Division of
Samar as Perceived by the Two Categories of
Respondents along Coordination**

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
1. Maintain helpful, supportive, productive relationships within the work unit	School Managers	35	35	0	0	0	70	4.50	VS
	Teachers	150	156	45	0	0	351	4.30	VS
2. Maintain influential relationships with higher level management whose attitudes and decisions affect unit	School Managers	35	33	2	0	0	70	4.47	VS
	Teachers	101	179	71	0	0	351	4.09	VS
3. Maintain productive working relationships with other agencies	School Managers	27	41	2	0	0	70	4.36	VS
	Teachers	99	203	39	10	0	351	4.11	VS
4. Maintain effective community relations with other pertinent organization and government bodies within the area	School Managers	37	31	2	0	0	70	4.50	VS
	Teachers	117	177	57	0	0	351	4.17	VS
5. Keep higher level management informed in a timely and relevant manner of unit performance or developments	School Managers	33	33	4	0	0	70	4.41	VS
	Teachers	90	193	68	0	0	351	4.06	VS
Grand Total	School Managers	167	173	10	0	0	350		
	Teachers	557	908	280	10	0	1755		

Table 15 concluded

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
Grand Mean	School Managers							4.45	VS
	Teachers							4.15	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

educational managers, they perceived themselves to be "very satisfactory" with an obtained mean of 4.45. To "maintain helpful, supportive, productive relationships within the work unit" and "maintain effective community relations with other pertinent organization and government bodies within the area," equally obtained the highest weighted mean of 4.50 with an adjectival interpretation of "very satisfactory," while "maintain productive working relationships with other agencies" obtained the least weighted mean of 4.36 being interpreted as "very satisfactory."

On the part of the teachers, they perceived the performance level of their respective educational managers to be "very satisfactory" with an obtained grand mean of

4.15. "Maintain helpful, supportive, productive relationships within the work unit" obtained the highest weighted mean of 4.30 being interpreted as "very satisfactory" while "keep higher level management informed in a timely and relevant manner of unit performance or developments" obtained the least weighted mean of 4.06 with the same interpretation of "very satisfactory."

Communication. Table 17 presents the perceptions of the two categories of respondents regarding the performance level of educational managers in the 27 school districts in the Division of Samar along communication. As presented, it can be noted that the educational managers gave themselves a grand mean of 4.34 representing their perceived performance level along this area which can be interpreted as "very satisfactory," while the teachers perceived them to be "very satisfactory" also with a grand mean of 4.01.

On the point of view of the educational managers, all the identified areas of performance along communication were perceived them to be "very satisfactory" with "prepared required written and oral communications for unit with conciseness, accuracy, competence and cultural sensitivity" having obtained the highest weighted mean of 4.50 being interpreted as "very satisfactory," while

Table 17

**Performance Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Communication**

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
1.Explain/clarify changing organiza- tional culture, policies, priori- ties and proce- dures to unit members	School Managers	29	33	8	0	0	70	4.30	VS
	Teachers	101	193	47	10	0	351	4.10	VS
2.Extract and apply organizational communications pertinent to unit members	School Managers	23	43	4	0	0	70	4.27	VS
	Teachers	82	187	74	8	0	351	3.98	VS
3.Keep unit members informed of perti- nent extenal issues, and deve- lopments that impact their work	School Managers	33	33	4	0	0	70	4.41	VS
	Teachers	92	164	92	3	0	351	3.98	VS
4.Ensure that work unit activities reflects organiza- tional goals, policies and directives	School Managers	33	33	4	0	0	70	4.41	VS
	Teachers	94	177	74	6	0	351	4.02	VS
5.Prepared required written and oral communications for unit with concise- ness, accuracy, competence, and cultural sensi- tivity	School Managers	37	31	2	0	0	70	4.50	VS
	Teachers	84	193	74	0	0	351	4.03	VS

Table 17 continued

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
6. Communicate respect for the listener by transmitting both verbally and non-verbally positive concern, interest, and encouragement, especially by trying to get into the receivers world or life space	School Managers	27	41	2	0	0	70	4.36	VS
	Teachers	92	185	74	0	0	351	4.05	VS
7. Communicate reciprocal concern and non judgmental attitude by a dialogue which shares interaction, responsibility, promotes circular communications, and avoids moralistic, value-laden, evaluative statements	School Managers	23	41	6	0	0	70	4.24	VS
	Teachers	84	179	88	0	0	351	3.99	VS
8. Communicate changes in organizational policies, procedures and programs to external clients, and stakeholders	School Managers	23	39	8	0	0	70	4.21	VS
	Teachers	66	195	84	6	0	351	3.91	VS
Grand Total	School Managers	228	294	38	0	0	560		
	Teachers	695	1473	607	33	0	2808		

Table 17 concluded

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
Grand Mean	School Managers							4.34	VS
	Teachers							4.01	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

"communicate changes in organizational policies, procedures and programs to external clients, and stakeholders" obtained the least weighted mean of 4.21 with the same adjectival interpretation of "very satisfactory."

On the other hand, on the part of the teachers, all of the identified areas of performance along communication were perceived, in relation to the level of performance of their respective educational managers, to be "very satisfactory" also with "explain/clarify changing organizational culture, policies, priorities and procedures to unit members" obtained the highest weighted mean of 4.10 with an adjectival interpretation of "very satisfactory," while "communicate changes in organizational policies, procedures and programs to external clients, and

stakeholders" obtained the least weighted mean of 3.91 with the same adjectival rating of "very satisfactory."

Financial management. Table 18 reveals the perceptions of the two categories of respondents relative to the performance level of educational managers in the 27 school districts in the Division of Samar along financial management. As revealed in the same table, the educational managers gave themselves a grand mean of 4.14 representing their perceived performance level with respect to financial management, which can be interpreted as "very satisfactory." On the other hand, the teachers gave their respective educational managers a grand mean of 3.75 to signify their perceived performance level of the latter along this area.

Based on the data presented in Table 18, the educational managers considered "consider national or community financial situation relative to pricing and compensation recommendations, expenditures and contributions, as well as other manifestations of unit social responsibility" with the highest weighted mean of 4.24 with an adjectival rating of "very satisfactory," while, "project long-term financial needs and resources of work unit" was the area considered with the least weighted

Table 18

**Performance Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Financial Management**

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
1. Prepare unit budget with members in context of organizational constraints and financial resources	School Managers	20	34	14	0	0	68	4.09	VS
	Teachers	41	207	88	15	0	351	3.78	VS
2. Project long-term financial needs and resources of work unit	School Managers	15	43	12	0	0	70	4.04	VS
	Teachers	29	209	101	12	0	351	3.73	VS
3. Explain and justify persuasively the unit budget requests both orally and in writing	School Managers	15	49	6	0	0	70	4.13	VS
	Teachers	49	195	96	11	0	351	3.80	VS
4. Apply financial systems, reports and mechanisms in managing work unit costs and/or income	School Managers	19	43	8	0	0	70	4.16	VS
	Teachers	47	193	99	12	0	351	3.78	VS
5. Seek entrepreneurial opportunities to supplement unit budget or expands its income production	School Managers	27	29	14	0	0	70	4.19	VS
	Teachers	29	199	103	14	6	351	3.66	VS

Table 18 continued

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
6.Consider national or community financial solution relative to pricing and compensations, expenditures and contributions, as well as other manifestations of unit social responsibility	School Managers	29	29	12	0	0	70	4.24	VS
	Teachers	47	191	103	6	4	351	3.77	VS
Grand Total	School Managers	125	227	66	0	0	418		
	Teachers	242	1194	590	70	10	2106		
Grand Mean	School Managers							4.34	VS
	Teachers							4.01	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

mean of 4.04 with the same adjectival rating of "very satisfactory."

Likewise, from the same table, the teachers, with respect to the performance level of their respective educational managers, considered "explain and justify persuasively the unit budget requests both orally and in writing" with the highest weighted mean of 3.80 being interpreted as "very satisfactory," while "seek

entrepreneurial opportunities to supplement unit budget or expand its income production" being considered with the least weighted mean of 3.66 with the same adjectival interpretation of "very satisfactory."

Material resources management. The perceptions of the two categories of respondents regarding the performance level of educational managers in the 27 school districts in the Division of Samar along material resources management is reflected in Table 19. As reflected in the same table, the educational managers perceived themselves to be "very satisfactory" along material resources management being manifested by the grand mean of 4.04 while the teachers perceived their respective school managers as "very satisfactory" also with respect to their performance level along this area with a grand mean of 3.83.

As further reflected in Table 19, the educational managers perceived all identified areas in material resources management with an adjectival rating of "very satisfactory" with "plan of the acquisition of needed equipment facilities, supplies, or services to carry out unit mission," the area that obtained the highest weighted mean of 4.24 while, "ensure that local and minority unit" and "ensure that local and minority contractors or

Table 19

**Performance Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Material Resources
Management**

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
1. Plan of the acquisition of needed equipment facilities, supplies or services to carry out unit mission	School Managers	29	29	12	0	0	70	4.24	VS
	Teachers	74	203	74	0	0	351	4.00	VS
2. Apply organizational contract and procurement rules and regulations in managing work unit	School Managers	25	29	16	0	0	70	4.13	VS
	Teachers	62	201	88	0	0	351	3.93	VS
3. Oversee or participate in procurement management of key unit material resources, including lease of purchase decisions on equipment and contractors	School Managers	19	35	14	2	0	70	4.01	VS
	Teachers	41	209	94	4	3	351	3.80	VS
4. Oversee or participate in managing and evaluating contractor or supplier activities for the unit	School Managers	21	31	14	4	0	70	3.99	VS
	Teachers	43	193	101	6	8	351	3.73	VS
5. Ensure that local and minority contractors or suppliers are given equal opportunity for unit business	School Managers	21	31	14	0	4	70	3.93	VS
	Teachers	48	189	105	8	6	351	3.73	VS

Table 19 continued

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
6.Ensure that illegal, unethical or unjust financial practices are not practiced within or the work unit	School Managers	17	41	8	0	4	70	3.96	VS
	Teachers	74	162	92	18	5	351	3.80	VS
Grand Total	School Managers	132	196	78	6	8	420		
	Teachers	337	1157	554	36	22	2106		
Grand Mean	School Managers							4.04	VS
	Teachers							3.83	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

suppliers given equal opportunity for unit business" equally rated to be the least with a weighted mean of 3.73 with an adjectival rating of "very satisfactory."

Human resources management. Table 20 shows the perceptions of the two categories of respondents relative to the performance level of educational managers in the 27 school districts in the Division of Samar along human resources management. As shown in the same table, in evaluating their own performance level with respect to human resources management, the educational managers gave a

Table 20

**Performance Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Human Resources
Management**

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
1. Plan for needed changes in size and composition of work unit staff and supplementary personnel	School Managers	27	27	16	0	0	70	4.16	VS
	Teachers	84	195	64	8	0	351	4.01	VS
2. Take an active role in recruiting, selecting and retraining staff for work unit	School Managers	21	37	12	0	0	70	4.13	VS
	Teachers	68	203	68	8	4	351	3.92	VS
3. Seek and maintain competence as performance criteria, regardless of sex, race or other factors in workers' background	School Managers	33	33	4	0	0	70	4.41	VS
	Teachers	90	195	55	6	5	351	4.02	VS
4. Apply personnel policies and regulations, particularly regarding equal employment opportunity and affirmative action to prevent job discrimination	School Managers	23	43	4	0	0	70	4.27	VS
	Teachers	84	193	62	6	6	351	3.98	VS
5. Seek synergetic labor/management relations and high performing work culture which enhances people's potential	School Managers	25	43	2	0	0	70	4.33	VS
	Teachers	64	203	74	10	0	351	3.91	VS

Table 20 continued

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
6. Develop meaningful performance standards, and conduct helpful performance appraisals	School Managers	31	39	0	0	0	70	4.44	VS
	Teachers	107	179	58	7	0	351	4.10	VS
7. Capitalize on human assets by appropriate training and development programs, especially in new technology	School Managers	21	43	6	0	0	70	4.21	VS
	Teachers	68	195	84	4	0	351	3.93	VS
8. Take corrective and constructive actions with work unit members whose behavior or performance is inappropriate	School Managers	29	39	2	0	0	70	4.39	VS
	Teachers	74	199	74	4	0	351	3.98	VS
9. Consult with unit members and higher management for meaningful reward and recognition program	School Managers	25	35	10	0	0	70	4.21	VS
	Teacher	76	190	76	8	0	350	3.95	VS
Grand Total	School Managers	235	339	56	0	0	630		
	Teachers	715	1752	615	61	15	3158		
Grand Mean	School Managers							4.28	VS
	Teachers							3.98	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

grand mean of 4.28 with an adjectival rating of "very satisfactory." Likewise, the teachers gave their perception relative to the performance level of their respective educational manager. They gave a grand mean of 3.98 with the same adjectival rating with that of the educational managers, "very satisfactory."

From the data shown in Table 20, it can be noted that on the part of the educational managers, based on their own perception, the considered "develop meaningful performance standards, and conduct helpful performance appraisals" as the area with the highest weighted mean of 4.44 with an adjectival interpretation of "very satisfactory" while, "take an active role in recruiting, selecting, and retraining staff for the work unit" the least with a weighted mean of 4.13 with the same adjectival interpretation of "very satisfactory."

The same data also reveals that the teachers in their perception with the performance level of their respective educational managers, rated the same area considered by the educational managers as their highest weighted mean, "develop meaningful performance standards, and conduct helpful performance appraisals" with a mean of 4.10 with the same interpretation of "very satisfactory."

Furthermore, the teachers rated "seek synergistic labor/management relations and high performing work culture which enhances people's potential" with the least weighted mean of 3.91 but with the same adjectival rating of "very satisfactory."

Implementation. Table 21 reflects the perceptions of the two categories of respondents on the performance level of educational managers along implementation in the 27 school districts in the Division of Samar. From the same table, it can be gleaned that the educational managers perceived themselves to be "very satisfactory" with respect to their performance level along implementation. This is manifested by the grand mean of 4.39. On the other hand, the teachers perceived the performance level of their respective educational managers along implementation as "very satisfactory" also with a grand mean of 4.07.

As reflected by Table 21, the educational managers rated themselves as "very satisfactory" in all areas along implementation. "Identify specific project and actions necessary to accomplish work unit goals" obtained the highest weighted mean of 4.50 while "consider long term goals while devising short-term plans and schedules" obtained the least weighted mean of 4.21.

Table 21

**Performance Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Implementation**

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
1. Identify specific project and actions necessary to accomplish work unit goals	School Managers	35	35	0	0	0	70	4.50	VS
	Teachers	127	187	29	4	4	351	4.22	VS
2. Establish priorities among competing unit projects and activities	School Managers	29	41	0	0	0	70	4.41	VS
	Teachers	94	209	43	4	1	351	4.11	VS
3. Set challenging but realistic deadlines for competing work unit projects	School Managers	29	41	0	0	0	70	4.41	VS
	Teachers	88	211	43	4	5	351	4.06	VS
4. Sequence and schedule work activities to maximize efficient use of available resources	School Managers	31	39	0	0	0	70	4.44	VS
	Teachers	96	187	62	6	0	351	4.06	VS
5. Consider long-term goals while devising short-term plans and schedules	School Managers	21	43	6	0	0	70	4.21	VS
	Teachers	62	216	62	11	0	351	3.94	VS
6. Provide unit guidance on how to assess or measure goal accomplishments	School Managers	25	45	0	0	0	70	4.36	VS
	Teachers	90	183	74	4	0	351	4.02	VS

Table 21 continued

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
Grand Total	School Managers	170	244	6	0	0	420		
	Teachers	557	1193	313	33	10	2106		
Grand Mean	School Managers							4.39	VS
	Teachers							4.07	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

Likewise, Table 21 reflects that the teachers, based on their independent perception, considered the performance level of their respective educational managers as "very satisfactory" in all areas along implementation. "Identify specific project and actions necessary to accomplish work unit goals" obtained the highest weighted mean of 4.22 while "consider long-term goals while devising short-term plans and schedules" obtained the least weighted mean of 3.94.

Monitoring and supervision. The perceptions of the two categories of respondents relative to the performance level of the educational managers along monitoring and supervision in the 27 school districts in the Division of

Samar is presented in Table 22. As gleaned from the same table, based on their own assessment, the educational managers considered their performance level along monitoring and supervision as "very satisfactory" with a grand mean of 4.33 while on the assessment of the teachers, the performance level of the educational managers in the 27 school districts in the Division of Samar is also "very satisfactory" with a grand mean of 4.02.

As further presented by Table 22, on the part of educational managers, all identified areas along monitoring and supervision were rated by them as "very satisfactory" with "delegate responsibility with commensurate authority and resources" and "provide positive reinforcement for high performance through appropriate recognition and rewards" equally obtained the highest weighted mean of 4.44 while, "use cooperative relations, direct observation, or informal contacts with general management users, customers and suppliers to ascertain needs and unit effectiveness - manage by walking or moving around and staying in touch with the public" obtained the least weighted mean of 4.10.

On the other hand, based on the data presented by Table 22 also, the teachers with respect to the performance level of their respective educational managers likewise

Table 22

**Performance Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Supervision**

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
1.Establish systems for monitoring work progress, so as to ensue unit excellence	School Managers	31	33	6	0	0	70	4.36	VS
	Teachers	101	199	43	8	0	351	4.12	VS
2.Adjust to changes in workload, resources, priorities, or schedule in dynamic and timely manner	School Managers	29	35	6	0	0	70	4.33	VS
	Teachers	90	195	62	4	0	351	4.06	VS
3.Use cooperative relations, direct observation, or informal contacts with general management users, customers and suppliers to ascertain needs and unit effectiveness - manage by walking or moving around and staying in touch with the public	School Managers	23	39	4	0	4	70	4.10	VS
	Teachers	96	168	84	0	3	351	4.01	VS
4.Anticipate trends, changes, needs and problems, readjustment and reallocating as appropriate	School Managers	27	39	4	0	0	70	4.33	VS
	Teachers	86	185	72	4	4	351	3.98	VS

Table 22 continued

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
5. Encourage innovation and entrepreneurial spirit within the work unit, and especially in relations to externals	School Managers	27	37	6	0	0	70	4.30	VS
	Teachers	90	197	58	0	6	351	4.04	VS
6. Clarify roles and relationships, so all unit members understand work assignments and expectations	School Managers	27	41	2	0	0	70	4.36	VS
	Teachers	27	160	60	10	0	351	4.12	VS
7. Encourage participative and team management approach	School Managers	121	45	2	0	0	70	4.30	VS
	Teachers	23	166	66	10	0	351	4.07	VS
8. Delegate responsibility with commensurate authority and resources	School Managers	33	35	2	0	0	70	4.44	VS
	Teacher	96	174	78	3	0	351	4.03	VS
9. Provide positive reinforcement for high performance through appropriate recognition and rewards	School Managers	33	35	2	0	0	70	4.44	VS
	Teachers	68	203	72	8	0	351	3.94	VS
10. Coach and counsel unit members on technical problems, productivity, career development and appropriate changes in performance behavior	School Managers	27	37	6	0	0	70	4.30	VS
	Teachers	56	212	76	7	0	351	3.90	VS

Table 22 continued

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
11. Maintain equal concern for task accomplishment and people maintenance within the unit	School Managers	33	29	8	0	0	70	4.36	VS
	Teachers	78	197	76	0	0	351	4.01	VS
Grand Total	School Managers	313	405	48	0	4	770		
	Teachers	991	2056	747	54	13	3861		
Grand Mean	School Managers							4.33	VS
	Teachers							4.02	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

considered all the identified areas along monitoring and supervision as "very satisfactory." "Establish systems for monitoring work progress, so as to ensure unit excellence" and "clarify roles and relationships, so all unit members understand work assignments and expectations" equally obtained the highest weighted mean of 4.12 while "coach and counsel unit members on technical problems, productivity, career development and appropriate changes in performance behavior" obtained the least weighted mean of 3.90.

Evaluation. Table 23 reflects the perceptions of the educational managers and the teachers relative to the performance level of the former in the 27 school districts in the Division of Samar along evaluation. As reflected by Table 23, the educational managers gave themselves a grand mean of 4.27. This denotes that based on their own assessment, they perceived their performance level as "very satisfactory" along evaluation. On the other hand, the teachers gave the educational managers a grand mean of 4.04 to signify that based on their own assessment on the performance level of their respective educational managers, they perceived them to be "very satisfactory" also along evaluation.

Based on the data reflected by Table 23, it can further be gleaned that the educational managers considered themselves "very satisfactory" in all areas identified along evaluation with "evaluate unit effectiveness in a systematic and objective manner, emphasizing both quantity and quality" and "assess unit climate in terms of cooperative actions that enhance people performance and potential" having equally obtained the highest weighted mean of 4.41 being interpreted as "very satisfactory." "Develop strategies toward achieving unit long-term goals

Table 23

**Performance Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Evaluation**

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
1.Evaluate unit effectiveness in a systematic and objective manner, emphasizing both quantity and quality	School Managers	31	37	2	0	0	70	4.41	VS
	Teachers	90	197	64	0	0	351	4.07	VS
2.Assess unit climate in terms of cooperative actions that enhance people performance and potential	School Managers	31	35	3	0	0	69	4.41	VS
	Teachers	76	195	74	6	0	351	3.97	VS
3.Identify specific ways for improving unit's procedures, processes, structures and cost effectiveness	School Managers	25	31	13	0	0	69	4.17	VS
	Teachers	82	205	64	0	0	351	4.05	VS
4.Identify specific ways for improving the unit's culture, morale, relationships and achievement level	School Managers	25	35	10	0	0	70	4.21	VS
	Teachers	84	199	68	0	0	351	4.05	VS
5.Develop strategies toward achieving unit long-term goals by continuing system refinements and improvements	School Managers	19	41	10	0	0	70	4.13	VS
	Teachers	82	201	64	4	0	351	4.03	VS

Table 23 continued

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
6.Utilize individual members' performance appraisal and input as means for improving unit productivity and excellence	School Managers	23	45	2	0	0	70	4.30	VS
	Teachers	84	199	68	0	0	351	4.05	VS
Grand Total	School Managers	154	224	40	0	0	418		
	Teachers	498	1196	402	10	0	2106		
Grand Mean	School Managers							4.27	VS
	Teachers							4.04	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

by continuing system refinements and improvements" obtained the least weighted mean of 4.13 with the same adjectival interpretation of "very satisfactory" also.

Likewise, from the same table, the teachers also signified that the performance level of their respective educational managers along all identified areas in evaluation was "very satisfactory" also with "evaluate unit effectiveness in a systematic and objective manner, emphasizing both quantity and quality" having obtained the

highest weighted mean of 4.07 being interpreted as "very satisfactory," while, "assess unit climate in terms of cooperative actions that enhance people performance and potential" obtained the least weighted mean of 3.97 but with the same adjectival interpretation of "very satisfactory."

Public relations. Table 24 reveals the perceptions of the two categories of respondents on the performance level along public relations of the educational managers in the 27 school districts in the Division of Samar. As revealed by the same table, the educational managers gave themselves a grand mean of 4.30 to signify their own perception on their performance level along this area, which denote "very satisfactory" performance level. Likewise, Table 24 revealed the perception of the teachers on the performance level of their respective educational managers of which they gave a grand mean of 3.98 with an adjectival interpretation of "very satisfactory."

Moreover, Table 24 revealed that along public relations, the educational managers themselves rated, all identified areas with a "very satisfactory" performance level with "use formal and informal resource networks effectively to achieve unit objectives," "demonstrate unit

Table 24

**Performance Level of School Managers in the Division
of Samar as Perceived by the Two Categories of
Respondents along Public Relations**

Areas of Performance	Respondents	Level of Performance						WM	Adj. Rating
		5 E	4 VS	3 S	2 U	1 P	Total		
1. Identify work unit's diverse publics or stakeholders in its activities and performance	School Managers	27	35	8	0	0	70	4.27	VS
	Teachers	76	211	56	8	0	351	4.01	VS
2. Represent/promote work unit before groups and individuals with and without the organization	School Managers	23	41	6	0	0	70	4.24	VS
	Teachers	70	211	62	8	0	351	3.98	VS
3. Respond effectively to inquire and re-requests for unit information and service	School Managers	27	39	4	0	0	70	4.33	VS
	Teachers	78	211	58	4	0	351	4.03	VS
4. Explain work unit programs and functions to non-experts in terms they can understand and which are culturally appropriate	School Managers	29	37	4	0	0	70	4.36	VS
	Teachers	76	195	80	0	0	351	3.99	VS
5. Persuade other interested parties to "buy into" and support a desired course of unit action	School Managers	17	39	14	0	0	70	4.04	VS
	Teachers	60	193	86	12	0	351	3.86	VS
6. Use formal and informal resource networks effectively to achieve unit objective	School Managers	21	49	0	0	0	70	4.30	VS
	Teachers	60	207	78	6	0	351	3.91	VS

Table 24 concluded

Areas of Performance	Respon- dents	Level of Performance						WM	Adj. Ra- ting
		5 E	4 VS	3 S	2 U	1 P	Total		
7. Use formal and informal resource networks effectively to achieve unit objective	School Managers	27	42	0	0	0	69	4.39	VS
	Teachers	74	195	70	12	0	351	3.94	VS
8. Develop positive unit image for performance excellence, resourcefulness and cooperation	School Managers	21	45	4	0	0	70	4.24	VS
	Teachers	84	194	63	8	0	349	4.01	VS
9. Demonstrate unit respect for host community or area locals, culture and work habits	School Managers	29	39	2	0	0	70	4.39	VS
	Teachers	94	193	64	0	0	351	4.09	VS
10. Maintain concern for environmental or ecological impact or unit activities	School Manager	29	39	2	0	0	70	4.39	VS
	Teachers	82	195	74	0	0	351	4.02	VS
Grand Total	School Managers	250	405	44	0	0	699		
	Teachers	754	2005	691	58	0	3508		
Grand Mean	School Managers							4.30	VS
	Teachers							3.98	VS

Legend:

<u>Level</u>	<u>Scale</u>	<u>Adjectival Rating</u>	
1	4.50 - 5.00	Excellent	(E)
2	3.51 - 4.50	Very Satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Unsatisfactory	(US)
1	1.00 - 1.50	Poor	(P)

respect for host community or area locals, culture and work habits," and "maintain concern for environmental or ecological impact of unit activities" to have equally

obtained the highest weighted mean of 4.39 which means "very satisfactory" while, "persuade other interested parties to 'buy into' and support a desired course of unit action" obtained the least weighted mean of 4.04 with the same adjectival interpretation of "very satisfactory."

Furthermore, Table 24 revealed also the perceptions of the teachers on the performance level of their respective educational managers along the identified areas on public relations. Based on the data presented by the same table, the teachers considered "demonstrate unit respect for host community or area locals, culture and work habits" with the highest weighted mean of 4.09 with an adjectival interpretation of "very satisfactory" while "persuade other interested parties to 'buy into' and support a desired course of unit action" obtained the least weighted mean of 3.86 but with the same adjectival interpretation of "very satisfactory."

The summary of responses relative to the performance level of school managers in the Division of Samar given by the school managers themselves and by the teachers is shown in Table 25. It can be gleaned from this table that the performance level of the school managers in all areas of concern were assessed as "very satisfactory." Among these

Table 25

Summary of the Performance Levels of School Managers

Areas of Concern	Category of Respondents				Over- all Mean	Adj. Rating
	School Managers		Teachers			
	WM	Adj. Rating	WM	Adj. Rating		
1.Planning	4.26	VS	3.84	VS	3.91	VS
2.Coordination	4.45	VS	4.15	VS	4.20	VS
3.Communication	4.34	VS	4.01	VS	4.06	VS
4.Financial Management	4.14	VS	3.75	VS	3.81	VS
5.Material Resources Management	4.04	VS	3.83	VS	3.86	VS
6.Human Resources Management	4.28	VS	3.98	VS	4.03	VS
7.Implementation	4.29	VS	4.07	VS	4.12	VS
8.Monitoring and Supervision	4.33	VS	4.02	VS	4.07	VS
9.Evaluation	4.27	VS	4.04	VS	4.08	VS
10.Public Relations	4.30	VS	3.98	VS	4.03	VS
Grand Mean	4.28	VS	3.97	VS	4.02	VS
S. D.	0.12		0.12		0.12	

areas of concern, coordination pegged the highest over-all mean of 4.20, while financial management obtained the lowest over-all mean of 3.81.

Meanwhile, between the two categories of respondents, the school managers gave the highest weighted mean of 4.28

than the teachers who gave 3.97 only, however, they gave more or less the same qualitative rating of "very satisfactory" on the performance level of school managers in the Division of Samar.

Comparison Between the Perceptions of Educational Managers and Teachers Relative to the Performance Level of School Managers in the Division of Samar

Table 26 presents the summary of the difference in the perceptions of the educational managers and the teachers relative to the performance level of the former in the Division of Samar as the result of the t-test for uncorrelated means, the statistical tool considered appropriate in this process.

Planning. From the data presented in Table 26 regarding the difference on the perceptions of the two categories of respondents relative to the performance level of school managers in the Division of Samar along planning, the computed t-value of 9.542 turned to be greater than the critical t-value of 2.145 at .05 level of significance and at $df = 14$. Therefore, the null hypothesis stating, "there is no significant difference between the perceptions of

Table 26

**The t-test for Uncorrelated Means Table to Summarize the
Difference on the Perceptions of the Two Categories
of Respondents Relative to the Performance Level
of School Managers in the Division of Samar**

Areas of Performance	t-value		Evaluation	Decision
	Computed	Critical		
Planning	9.542	2.145	Significant	Reject Ho.
Coordination	5.923	2.306	Significant	Reject Ho.
Communication	8.159	2.145	Significant	Reject Ho.
Financial Management	10.858	2.228	Significant	Reject Ho.
Material Resources Management	3.182	2.228	Significant	Reject Ho.
Human Resources Management	6.988	2.120	Significant	Reject Ho.
Implementation	5.766	2.228	Significant	Reject Ho.
Monitoring and Supervision	9.028	2.086	Significant	Reject Ho.
Evaluation	4.468	2.228	Significant	Reject Ho.
Public Relations	8.014	2.101	Significant	Reject Ho.

educational managers and their teachers relative to their level of performance along planning" is rejected.

From the computed mean of the two groups of respondents, it can be noted that the educational managers had a higher perceived level of performance than the teachers. This denotes that the educational managers being

the concerned persons in the administration and supervision of their respective units or schools are in the best position to give an assessment of their performance level while the teachers being the subject, based their perceptions on what they observed from their educational administrators and subjectively interpreted by them based on their own standards or point of view.

Coordination. The same table, Table 26, presents the summary of the difference on the perceptions of the two categories of respondents, using the t-test for uncorrelated samples, relative to the performance level of educational managers along coordination. As noted from the same table, the computed t-value of 5.923 proved to be greater than the critical t-value of 2.306 at .05 level of significance with $df = 8$. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along coordination" is rejected.

The computed means proved that the educational managers perceived their own performance level higher than the perception of their respective teachers. This can be explained by the same consideration stated above.

Communication. As gleaned from Table 26, the computed t-value of 8.159 turned to be greater than the critical t-value of 2.145 at .05 level of significance and at $df = 14$. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along communication" is rejected.

From the computed means it can be noted also that the educational managers, being in the best position to give their own assessment of their performance level, gave a higher mean than the teachers who based their assessment on the observed performance level of their respective educational managers.

Financial management. Table 26 likewise reveals the comparison of the perceptions of the two categories of respondents on the performance level of educational managers along financial management. As revealed by the same table, it can be noted that the computed t-value of 10.858 turned to be greater than the critical t-value of 2.228 at .05 level of significance and at $df = 10$. This denotes that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their

level of performance along financial management" is rejected.

Like the other areas previously discussed, the educational managers gave a higher mean than the teachers to prove that they are in the best position to give their assessment on their performance level along this line considering that they are the principal actors in the administration and supervision.

Material resources management. Based on the data presented in Table 26, it can be gleaned that in comparing the perceptions of the two categories of respondents relative to the performance level of educational managers along material resources management using the t-test for uncorrelated means, the computed t-value of 3.182 turned to be greater than the critical t-value of 2.228 at .05 level of significance and at $df = 10$. This means that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along material resources management" is rejected.

From the computed means, it can be noted that the educational managers gave higher perception on their performance level than the teachers.

Human resources management. From the data shown by Table 26, it can be noted that the computed t-value of 6.988 turned to be greater than the critical t-value of 2.120 at .05 level of significance and at $df = 16$. This signifies that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their to their level of performance along human resources management" is rejected.

Like the other areas, the perceived performance level of the educational managers, through the computed means, proved to be higher than the teachers. This is so because the educational managers are the persons directly involved in administration and supervision thus, they are in the best position to give a better assessment on their own performance level.

Implementation. Based on the data revealed by Table 26, the difference in the perception of the two categories of respondents relative to the performance of educational managers along this area is noted by the computed t-value of 5.766 which turned to be greater than the critical t-value of 2.228 at .05 level of significance and at $df = 10$. This denotes that the null hypothesis stating, "there is no

significant difference between the perceptions of educational managers and their teachers relative to their level of performance along implementation" is rejected.

Monitoring and supervision. From the data shown in Table 26, it can be noted that the t-value of 9.028 to determine the difference in the perceptions of the two categories of respondents relative to the performance level of educational managers along monitoring and supervision, turned to be greater than the critical t-value of 2.086 at .05 level of significance and at $df = 20$. This means that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along monitoring and supervision" is rejected.

Evaluation. Likewise, Table 26 reveals the difference in the perceptions of the two categories of respondents relative to the performance level of the educational managers along evaluation using the t-test for uncorrelated means. From the same table, it can be noted that the computed t-value of 4.468 turned to be greater than the critical t-value of 2.228 at .05 level of significance and at $df = 10$. This signifies that the null hypothesis stating, "there is no significant difference between the

perceptions of educational managers and their teachers relative to their level of performance along evaluation" is rejected.

Public relations. Based on the data presented in Table 26, the difference in the perceptions of the educational managers and the teachers on the performance level of the former with the use of the t-test for uncorrelated means, it can be gleaned that the computed t-value of 8.014 turned to be greater than the critical t-value of 2.101 at .05 level of significance and at $df = 10$. This means that the null hypothesis stating, "there is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along public relations" is rejected.

From the computed means, it can be noted that the educational managers gave higher value than the teachers to signify that the perceived performance level of educational managers is higher than the teachers considering that they are the principal actors in the administration and supervision.

**Relationship Between the Performance
of Educational Managers and Their
Level of Motivation**

To test if significant relationship existed between the performance level and the motivational level of the educational managers in the 27 school districts in the Division of Samar, the Pearson-product-moment coefficient correlation or the Pearson r was employed. Further test of significance of the correlation was undertaken with the use of the Fisher's t -test. The four areas that were associated with the performance level are as follows: 1) life values; 2) individual competencies; 3) human relations; and 3) management/agency's support.

Life values. As presented in Table 27, the computed r_{xy} value is 0.69 which denotes a moderate correlation. This means that the higher the motivational level of the educational managers along life values, their performance level also is higher. Further test of significance proved a significant relationship between the two variables. This is manifested by the computed Fisher's t -value of 7.861 which turned to be higher than the critical Fisher's t -value of 0.250 at .05 level of significance and at $df = 68$. This signifies that the null hypothesis stating, "there is no significant relationship between the performance of

Table 27

**Pearson r Correlation Between the Performance Level and the
Motivational Level of the Educational Managers**

Areas	Pearson r value	Degree of Correlation	Fisher's t-value		Evaluation
			Computed	Critical	
Life Values	0.69	Moderate	7.861	0.250	Significant
Individual Competencies	0.78	High	10.278	0.250	Significant
Human Relations	0.70	Moderate	8.083	0.250	Significant
Management/ Agency's Support	0.74	High	9.072	0.250	Significant

educational managers and their level of motivation along life values" is rejected.

Individual competencies. The same table, Table 27, reflects the summary of the Pearson r computation to associate the level of performance of educational managers to their motivational level along individual competencies. As reflected, the computed r_{xy} value of 0.78 which denotes high correlation. This signifies that the higher the motivational level of the educational managers, the higher the performance level also. To further test the

significance of the correlation Fisher's t-test was employed where the computed value of 10.278 turned to be greater than the critical value of 0.250 which denotes a dependence between the two variables. Therefore, the null hypothesis stating, "there is no significant relationship between the performance of education managers and their level of motivation along individual competencies" is rejected.

Human relations. Likewise, in the same Table 27, it can be gleaned that the computed r_{xy} value turned to be 0.70 which denotes a moderate correlation. This signifies that the higher the motivational level of the educational managers along human relations, the higher their performance level. Further test shows a significant dependence between the two variables being manifested by the computed Fisher's t-value of 8.083 which turned to be greater than the critical Fisher's t-value of 0.250. Hence, the null hypothesis stating, "there is no significant relationship between the performance of educational managers and their level of motivation along human relations" is rejected.

Management/agency's support. Table 27 reveals the summary of the Pearson r computation to associate the

motivational level of educational managers along management/agency's support and their performance level. From the same table, it can be gleaned that the computed r_{xy} obtained a value of 0.74, which denotes high correlation. This means that the higher the motivational level of the educational managers along management/agency's support, the higher their performance level. This is supported by the computed Fisher's t-value of 9.072 which turned to be higher than the critical Fisher's t-value of 0.250 that signify a significant relationship between the two. Thus, the null hypothesis stating, "there is no significant relationship between the performance of educational managers and their level of motivation along management/agency's support" is rejected.

**Administrative and Supervisory Problems
Encountered by the Educational Managers
in Their Management of Elementary
Schools in the Division of Samar**

Table 28 reflects the various administrative and supervisory problems encountered by the educational managers in their management of elementary schools in the Division of Samar.

Based on the responses given by the educational managers themselves, the first ranking problem is "negative

Table 28

**Administrative and Supervisory Problems Encountered by
Educational Managers in their Management of
Elementary Schools in the
Division of Samar**

Administrative and Supervisory Problems Encountered	f	%	Rank
1.Negative values of some teachers as in punctuality and irregular attendance	58	82.86	1
2.Resistance to change/resistance to try new methods and teaching strategies	55	78.57	2
3.Lack of funds for school supplies, repairs of buildings, etc./financial constraints	49	70.00	3
4.Lack of up-dated textbooks, reference materials, etc.	41	58.57	4.5
5.Lack of desks/chairs to accommodate needs of the pupils' populace	41	58.57	4.5
6.Garbage problems	38	54.29	6
7.Vandalism and ransacking of rooms	37	52.86	7
8.Presence of too many retirables and their problems on health and work attitudes	34	48.57	8
9.Time constraint	32	45.71	9
10.Weather interventions	30	42.86	10
11.Program interventions	27	38.57	11
12.Inavailability of transportation/ vehicle for supervising far-flung stations and limited travel allowance	25	35.71	12

Table 28 concluded

Administrative and Supervisory Problems Encountered	f	%	Rank
13. Political interventions/too much bureaucracy	20	28.57	13
14. Unstructured classrooms and teaching without lesson plans	17	24.29	14
15. Low achievement of pupils on their daily lesson made	5	7.14	15
16. Schedules of testing not strictly followed	1	1.43	16

values of some teachers as in punctuality and irregular attendance" where 56 or 82.86 percent of the total respondents signify to experience the same. The second ranking problem is "resistance to change/resistance to try new methods and teaching strategies" of which 55 or 78.57 percent of them responded. The next ranking problems are: "lack of funds for school supplies, repairs of buildings, etc./financial constraints;" "lack of up-dated textbooks, reference materials, etc.;" "lack of desks/chairs to accommodate needs of the pupils' populace;" "garbage problems;" "vandalism and ransacking of rooms," which ranked third, fourth, fifth, sixth, and seventh problem, respectively.

On the other hand, "low achievement of pupils on their daily lesson made," and "schedules of testing not strictly followed" were the problems where the educational managers signified the least where among the 70 respondents, only five or 7.14 percent and one or 1.43 percent, respectively, responded.

**Suggested Solutions Given by Educational
Managers on the Problems Encountered
By Them Relative to the Management of
Elementary Schools in the Division
of Samar**

Table 29 presents the suggested solutions given by the educational managers on the problems encountered by them relative to the management of elementary schools in the Division of Samar. As presented by the same table, based on the responses given by educational managers themselves, they considered "lower level management should have free hand in managing his units without political interference especially in the recruitment of personnel/teachers," and "lessen the unnecessary personnel in the department to make transactions faster and easier" the first two ranking solutions to the problems they encountered relative to the management of elementary schools in the Division of Samar where 38 or 54.29 percent of them responded. "Strengthen

Table 29

**Suggested Solutions to the Problems Encountered by
Educational Managers in their Management of
Elementary Schools in the
Division of Samar**

Suggested Solutions	f	%	Rank
1.Lower level management should have free hand in managing his units without political interference especially in the recruitment of personnel/teachers	38	54.29	1.5
2.Lessne the unnecessary personnel in the department to make transactions faster and easier	38	54.29	1.5
3.Fiscal autonomy to lower level managers/supervisors and principals not only on theory but on practice	30	42.86	3
4.One-to-one ration/equal distribution of textbooks be provided	26	37.14	4.5
5.School supplies be provided to the school	26	37.14	4.5
6.Regular conferences among teachers be called to iron out things not clear to them	25	35.71	6
7.Post conference after every observation be made to correct teachers without lesson plans	13	18.57	8
8.Testing schedules must be published, given to the teachers and followed strictly. It must be reflected in the report of the administrators	13	18.57	8
9.Staff development through LAC sessions be conducted to address problems on pedagogy	13	18.57	8

Table 29 concluded

Administrative and Supervisory Problems Encountered	f	%	Rank
10. Advise retirables to retire and if they do so, recommend young ones to take their place	9	12.86	11
11. Establish linkages with NGOs and PTCAs and welcome donations to augment scarce resources of the schools	9	12.86	11
12. Intensify cleanliness campaign to eradicate garbage problems in school	9	12.86	11
13. Strengthen guidance programs and services in the school to address problems on vandalism in school	9	12.86	11

guidance programs and services in the school to address problems on vandalism in school" was the least solution where only three or 4.29 percent of them signified about this.

Implications from the Findings of the Study

Educational managers are no ordinary workers. They were chosen from the rank of the teachers and occupy positions that put them higher than the others. As a result, they are endowed not only with a higher degree of responsibility but also with discretionary powers. Thus, their responsibilities and authority include coordinating

all the resources of their respective schools to achieve a set of goals.

Moreover, their roles connote that they are not only responsible for the development of their respective schools but they are also responsible for the development of their teachers, being the influencer in delivering quality service to the community. Therefore, if their motivational level is high, eventually their performance would be very satisfactory also.

It becomes apparent that the strength of the educational system essentially depends on the capacity of the teachers. The teachers are the unsung heroes, the greatest natural resources of the Department of Education. Therefore, the school managers play an important role in the development of the teachers in the educational arena, considered the most crucial in their primary administrative and supervisory function. The way how they manifest their dedication to the work they are in, becomes an influencing force to their respective teachers to boost their morale and maximize their performance and productivity effectively and efficiently.

Furthermore, with the modern thrust of education, educational managers as well as the teachers can be aware

that they do not exist for their own sake but to fulfill a specific purpose to satisfy the specific need of the society, the community and the individuals, the clientele. Thus, they must establish good teamwork and symbiotic relationship. They are not the ends in themselves but the means.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings of this study, the conclusions derived from the major findings and the recommendations of the researcher based on the conclusions drawn.

Summary of Findings

From the data collected, analyzed and interpreted, the following are the salient findings of the study:

1. The typical educational managers in the 27 school districts in the Division of Samar had an average age of 54.14 years with a standard deviation of 5.33, composed majority by the female sex. Moreover, majority of the educational managers signified to be married, where most of them are master's degree holders, with an average teaching experience of 16.67 years, who had been an educational managers for about 15.64 years with a very satisfactory performance rating and with an average of 290.43 hours of in-service trainings.

2. The grand mean obtained for the school managers and their teachers along life values is 4.34 and 4.12,

respectively, with the same adjectival interpretation of "highly motivated." These signify that the two categories of respondents have the same perceptions on the level of motivation of the school managers along the mentioned area.

3. As to the motivational level of the educational managers along individual competencies, the perception of the school managers obtained a grand mean of 4.30, which can be interpreted as "highly motivated" while the teachers gave a grand mean of 3.99 with the same adjectival interpretation of "highly motivated."

4. Based on the responses of the two categories of respondents appertaining to the motivational level of educational managers along human relations, the school managers gave a grand mean of 4.29, which manifests that they perceived themselves to be "highly motivated," while the teachers likewise, gave a grand mean of 4.07, which signifies that they perceived their school managers as "highly motivated."

5. On the motivational level of the school managers in the Division of Samar along management/agency's support as perceived by the school managers themselves and their teachers, the school managers gave a grand mean of 4.26 to signify that they perceived themselves to be "highly

motivated," while the teachers gave a grand mean of 4.00 to manifest that they perceived their school managers as "highly motivated" also.

6. In comparing the perceptions of the two categories of respondents on the level of motivation of the educational managers along life values using the t-test for uncorrelated means, the computed t-value of 5.444 turned to be greater than the critical t-value of 1.960 at .05 level of significance and $df = 34$. This signifies that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of motivation along life values," is rejected. From the means, it can be inferred that the perception of the educational managers is higher than the teachers.

7. A significant difference on the perceptions of the two categories of respondents relative to the motivational level of school managers in the Division of Samar along individual competencies is noted where the computed t-value of 4.208 turned to be greater than the critical t-value of 2.179 at .05 level of significance and at $df = 12$. Therefore, the null hypothesis stating, "There is no significant difference between the perceptions of

educational managers and their teachers relative to their level of motivation along individual competencies," is rejected.

8. In determining the difference in the perceptions of the two categories of respondents relative to the motivational level of school managers in the Division of Samar along human relations, a significant difference is noted when the computed t-value of 5.646 proved to be greater than the critical t-value of 1.960 at .05 level of significance at $df = 30$. This means that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of motivation along human relations," is rejected.

9. With regards to the difference on the perceptions of the two categories of respondents relative to the motivational level of educational managers along management/agency's support, the computed t-value of 3.208 proved to be greater than the critical t-value of 1.960 at .05 level of significance and at $df = 30$. This signifies that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers

and their teachers relative to their level of motivation along management/agency's support," is rejected.

10. As to the performance level of the educational managers along planning, the educational managers perceived their performance level with a grand mean of 4.26 interpreted as "very satisfactory," while the teachers perceived the performance level of the educational managers with a grand mean of 3.84, also interpreted as "very satisfactory."

11. As to the performance level of the educational managers along coordination, the educational managers perceived themselves with an obtained mean of 4.45 interpreted as "very satisfactory." On the part of the teachers, they perceived the performance level of their respective educational managers with an obtained grand mean of 4.15 interpreted as "very satisfactory" also.

12. Appertaining to the perceptions of the two categories on the performance level of educational managers along communication, the educational managers gave themselves a grand mean of 4.34 representing their perceived performance level along this area which can be interpreted as "very satisfactory," while the teachers

perceived them with a grand mean of 4.01, also meant to be "very satisfactory."

13. On the perceptions of the two categories of respondents relative to the performance level of educational managers in the 27 school districts in the Division of Samar along financial management, the educational managers gave themselves a grand mean of 4.14 representing their perceived performance level with respect to financial management which can be interpreted as "very satisfactory," On the other hand, the teachers gave their respective educational managers a grand mean of 3.75 to signify their perceived performance level of the latter along this area as "very satisfactory" also.

14. The perceptions of the two categories of respondents regarding the performance level of educational managers in the 27 school districts in the Division of Samar along material resources management reveals that the educational managers perceived themselves with a grand mean of 4.04 interpreted as "very satisfactory," while the teachers perceived their respective school managers with respect to their performance level along this area with a grand mean of 3.83 being interpreted as "very satisfactory" also.

15. On the perceptions of the two categories of respondents relative to the performance level of educational managers in the 27 school districts in the Division of Samar along human resources management, in evaluating their own performance level, the educational managers gave a grand mean of 4.28 with an adjectival rating of "very satisfactory." Likewise, the teachers gave their perception relative to the performance level of their respective educational manager. They gave a grand mean of 3.98 with the same adjectival rating with that of the educational managers, "very satisfactory."

16. On the perceptions of the two categories of respondents on the performance level of educational managers along implementation in the 27 school districts in the Division of Samar, the educational managers perceived themselves to be "very satisfactory." This is manifested by the grand mean of 4.39. On the other hand, the teachers perceived the performance level of their respective educational managers along implementation with a grand mean of 4.07, also means "very satisfactory."

17. The perceptions of the two categories of respondents relative to the performance level of the educational managers along monitoring and supervision in

the 27 school districts in the Division of Samar reveal that based on their own assessment, the educational managers considered their performance level with a grand mean of 4.33 interpreted as "very satisfactory," while on the assessment of the teachers, the performance level of the educational managers in the 27 school districts in the Division of Samar obtained a grand mean of 4.02, also interpreted as "very satisfactory."

18. As to the perceptions of the educational managers and the teachers relative to the performance level of the former in the 27 school districts in the Division of Samar along evaluation, the educational managers gave themselves a grand mean of 4.27. This denotes that based on their own assessment, they perceived their performance level as "very satisfactory." On the other hand, the teachers gave the educational managers a grand mean of 4.04 to signify that based on their own assessment on the performance level of their respective educational managers, they perceived them to be "very satisfactory" also along evaluation.

19. On the perceptions of the two categories of respondents on the performance level along public relations of the educational managers in the 27 school districts in the Division of Samar, the educational managers gave

themselves a grand mean of 4.30 to signify their own perception on their performance level along this area, which denotes "very satisfactory" performance level. Likewise, the teachers on the performance level of their respective educational managers gave a grand mean of 3.98 with an adjectival interpretation of "very satisfactory."

20. Regarding the difference on the perceptions of the two categories of respondents relative to the performance level of school managers in the Division of Samar along planning, the computed t-value of 9.542 turned to be greater than the critical t-value of 2.145 at .05 level of significance and at $df = 14$. Therefore, the null hypothesis stating "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along planning," is rejected.

From the computed mean of the two groups of respondents, it can be noted that the educational managers had a higher perceived level of performance than the teachers. This denotes that the educational managers being the concerned persons in the administration and supervision of their respective units or schools are in a better position to give an assessment of their performance level

while the teachers being the subject, based their perceptions on what they observed from their educational administrators and subjectively interpreted by them based on their own standards or point of view.

21. Using the t-test for uncorrelated samples, to compare the perceptions of the two categories of respondents relative to the performance level of educational manager along coordination, the computed t-value of 5.923 proved to be greater than the critical t-value of 2.306 at .05 level of significance with $df = 8$. This signifies that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along coordination," is rejected.

22. The computed t-value of 8.159, as the result of the comparison of the perceptions of the two categories of respondents on the performance level of the educational managers along communication, turned to be greater than the critical t-value of 2.145 at .05 level of significance and at $df = 14$. This denotes that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to

their level of performance along communication," is also rejected.

From the computed means it can be noted also that the educational managers, being in a better position to give their own assessment of their performance level gave a higher mean than the teachers who based their assessment on the observed performance level of their respective educational managers.

23. In the comparison of the perceptions of the two categories of respondents on the performance level of educational managers along financial management, the computed t-value of 10.858 turned to be greater than the critical t-value of 2.228 at .05 level of significance and at $df = 10$. This denotes that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along financial management," is rejected.

24. Based on the computed values as the result of comparison of the two categories of respondents on the performance level of educational managers along material resources management using the t-test for uncorrelated means, the computed t-value of 3.182 turned to be greater

than the critical t-value of 2.228 at .05 level of significance and at $df = 10$. This means that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along material resources management," is rejected.

25. The computed t-value of 6.988, as the result of comparison of perceptions between the two categories of respondents on the performance level of the educational managers along human resources management turned to be greater than the critical t-value of 2.120 at .05 level of significance and at $df = 16$. This signifies that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along human resources management," is rejected.

26. In determining the difference in the perceptions of the two categories of respondents relative to the performance level of educational managers along implementation using the t-test for uncorrelated samples obtained a computed t-value of 5.766, which turned to be greater than the critical t-value of 2.228 at .05 level of significance and at $df = 10$. This denotes that the null

hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along implementation," is rejected.

27. The computed t-value of 9.028 turned to be greater than the critical t-value of 2.086 at .05 level of significance and at $df = 20$. This means that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along monitoring and supervision," is rejected.

28. A significant difference in the perceptions of the two categories of respondents relative to the performance level of the educational managers along evaluation using the t-test for uncorrelated means is noted by the computed t-value of 4.468 which turned to be greater than the critical t-value of 2.228 at .05 level of significance and at $df = 10$. This signifies that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along evaluation," is rejected.

29. Based on the computed values in comparing the difference in the perceptions of the educational managers and the teachers on the performance level of the former along public relations with the use of the t-test for uncorrelated means, it can be gleaned that the computed t-value of 8.014 turned to be greater than the critical t-value of 2.101 at .05 level of significance and at $df = 18$. This means that the null hypothesis stating, "There is no significant difference between the perceptions of educational managers and their teachers relative to their level of performance along public relations," is rejected.

30. To determine the influence of the motivation level of educational managers to their performance level, it was found out that a significant influence exists between the two. From the computed r_{xy} values, it reveals a positive correlation. This denotes that the higher the motivational level of the educational managers along life values, individual competencies, human relations, and management/agency's support, their performance level tends to be higher also.

31. Based on the responses given by the educational managers themselves, the first ranking problem is "Negative values of some teachers as in punctuality and irregular

attendance" where 58 or 82.86 percent of the total respondents signify to experience the same. The second ranking problem is "Resistance to change/resistance to try new methods and teaching strategies" of which 55 or 78.57 percent of them responded. The next ranking problems are "Lack of funds for school supplies, repairs of buildings, etc./financial constraints," "Lack of up-dated textbooks, reference materials, etc.," "Lack of desks/chairs to accommodate needs of the pupil's populace," "Garbage problems," "Vandalism and ransacking of rooms," "Presence of too many retirables and their problems on health and work attitudes," "Time constraint," and "Weather interventions."

32. Likewise, based on the responses given by Educational Managers themselves, they considered "Lower level management should have free hand in managing the units without political interference especially in the recruitment of personnel/teachers," and "Lessen the unnecessary personnel in the department to make transaction faster and easier," the first two ranking solutions to the problems they encountered relative to the management of elementary schools in the Division of Samar where 38 or 54.29 percent of them responded. "Strengthen guidance

programs and services in the school to address problems and vandalism in school" was the least suggested solution where only three or 4.29 percent of them signified about this.

Conclusions

In the light of the findings arrived at in this particular study, the following conclusions were drawn:

1. In the 27 school districts in the Division of Samar, the educational managers were found to be highly motivated along the four areas. Based on their profiles, as to age and sex, civil status, educational qualifications, teaching experience, length of service as school managers, performance rating and in-service trainings, they possess the qualifications best suited to the positions they are in and they manifested competence and expertise in the field of administration and supervision.

2. There is a significant difference between the perceptions of educational managers and their respective teachers relative to their level of motivation along life values. This can be attributed to the independence of the two categories of respondents in giving their own perceptions. The educational managers based their

perceptions on their own experiences, while the teachers based their perceptions on their observations.

3. There is a significant difference between the perceptions of the two categories of respondents relative to the motivational level of the educational managers in the 27 school districts in the Division of Samar along individual competencies. The difference between the two perceptions can be noted by the independence of the two categories of respondents in giving their assessments.

4. There is a significant difference between the perceptions of the two categories of respondents relative to the motivational level of educational managers along human relations. This means that the two groups of respondents did not agree on how the educational managers related themselves to the publics.

5. Likewise, there is a significant difference noted between the perceptions of the educational managers and their respective teachers relative to the motivational level of educational managers along management/agency's support. There is disagreement here of the two categories of respondents because the educational managers rated themselves ideally while the teachers rated their managers according to what they see and experience.

6. In the 27 school districts in the Division of Samar, educational managers were found to be very satisfactory in terms of performance level along the 10 areas involved in this particular study.

7. There is a significant difference between the perceptions of the educational managers and their teachers relative to their level of performance along planning, coordination, communication, financial management, material resources management, human resources management, implementation, monitoring and supervision, evaluation and public relations. The noted differences can be attributed to the independence of the two categories of respondents in giving their perceptions. The educational managers based their self-assessment on their actual accomplishments and experiences, while the teachers based their assessment merely on observations.

8. It is concluded that the higher the motivational level of educational managers particularly, their performance turns to be very satisfactory. Consequently, if and when their motivational level is low, their performance will tend to be poor also.

Recommendations

From the foregoing conclusions drawn, the researcher strongly recommends the following:

1. Middle managers or district supervisors must be supportive to the principals with their administrative and supervisory functions, as well as, their plans and programs should not serve as "stumbling blocks" to their professional growth and remarkable performance.

2. The Department of Education should establish professional opportunities such as, foreign scholarships and the like, to reward the exemplary performance of the educational managers.

3. Considering that performance of the educational managers is relatively related to its motivational level, there is a need for the upper management to maintain and/or enhance the motivational level of the educational managers by giving them full support in the implementation of programs and projects.

4. There is a need for the agency to implement religiously and/or seriously the award and incentive system in order to encourage the educational managers to maintain their performance or increase it to a higher level, thus

the vision of the department for quality education will be attained.

5. Problems are encountered by Educational Managers, in their administrative and supervisory functions however, solutions are at hand to address such problems. In short, they should be sensitive enough to be able to identify these solutions available within their reach.

6. A continuing professional development is encouraged to all educational managers to pursue and finish a post-graduate degree.

7. A parallel study be conducted in other division within the region to determine the motivational and performance levels of the educational managers throughout the region.

8. A sequel study be conducted in the Division of Samar focusing more on principal empowerment.

B I B L I O G R A P H Y

A. BOOKS

Abasolo, Pacita A., *Personnel Management: The Efficient Management of Employees*,

Manila: GIC Enterprises & Co., Inc., 1991.

Andres, Tomas D., *Management by Filipino Values in the Philippine Setting*, Quezon

City, Philippines: Phoenix Press, Inc., 1980.

_____ and Felizardo Y. Francisco, *Curriculum Development in the*

Philippine Setting, Metro Manila: National Bookstore, Inc., 1989.

Aquino, Gaudencio V. *Educational Management: Principles, Functions & Concepts*, Sta.

Mesa heights, Q. C.: Rex Printing Co., Inc., 2000.

Atkinson and McClelland, *Motives in Fantasy, Action and Society* Princeton, N. J.: D.

Van Nostrand, 1983.

Bateman, Thomas, *Management Function and Strategy*, Boston, Massachusetts: Richard

D> Irvin, Inc., 1993.

Bennis, W. and B. Nanus, *Leaders*, New York: Harper and Row, 1985.

Bills, Robert E., "Attributes of Successful Educational Leaders," in Robert L. Hopper

(ed.) *Interdisciplinary Research in Educational Administration*, Kentucky: The

University of Kentucky Press, 1987.

Blanchard, Kenneth, et al., *Situational Analysis*, New York: McGraw-Hill Co., 1980.

Borromeo, Robert T. Educational Leadership for the 1990s: 'Strategies for Effective School Management," Quezon City: Phoenix Publishing House, Inc., 1993.

Cohen, William A., The Art of a Leader, Englewood Cliffs, New Jersey: Prentice Hall, 1990.

Covey, Stephen R., principle-Centered Leadership, New York: Senor and SefSchuter, 1991.

Ebel, Robert L., Measuring Educational Achievement, Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1965.

Ferguson, George A. and Yoshio Takane, Statistical Analysis in Psychology and Education, 6th ed., New York, U.S.A.: McGraw-Hill Book Company, 1989.

FUNK and MAGNALIS (eds.), Standard Dictionary, Vol. II, New York: Funk and Maganalis Publishing Co., Inc., 1973.

Garfield, Charles A., Peak Performance: The New Heroes of American Business, New York: McGraw-Hill Book Co., 1982.

Garofalo, Gene, The Supervisor's Desktop Library, Vol. 2, Englewood Cliffs, N. J.: Prentice Hall, Inc., 1995.

Good, Carter V., Dictionary of Education, New York: McGraw-Hill Book Company, 1973.

Hebding, Daniel E. and Leonard Glick, Introduction to Sociology, U.S.A.: McGraw-Hill, Inc., 1992.

Ivancevich, John M., HUman Resources Management, 6th ed., U. S. A.: Richard D. Irvin, Inc., 1995.

Lowel and Manor (eds.) Human Relations, 5th ed., New York: McMillan Publishing Co., 1995.

Maayo, Joseph L. Essentials of Management, 3rd ed., New Jersey, U.S.A.: Prentice-Hall, Inc., 1979.

McGregor, Douglas as cited by Herbert G. Hicks, The Management of the Organization, A System and Human Resources Approach, New York: McGraw-Hill Book Co., 1972.

Miranda, Gregorio S., Supervisory Management: "The Management of Effective Supervision," Valenzuela City, M. M.: 24K Printing Co., Inc., 1999.

Murdick, Robert G. and Joel E. Ross, Information System for Modern Management, 2nd ed., Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Sevilla, Consuelo G., et al, Research Methods, Philippines: Rex Bookstore, 1992.

Sison, Perfecto S., Personnel and Human Resources Management, Manila, Philippines: rex Bookstore, 1991.

Stoner, James , A. F. and Charles Wankel, Management, 3rd ed., Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1987.

Terry, George and Stephen G. Franklin, Principles of Management, Illinois: Richard D. Irvin, Inc., 1982.

UPCMMC< Communication Research & Evaluation, Diliman, Q. C.: University of the Philippines Press, 1999.

Walpole, Ronald E., Introduction to Statistics, 3rd ed., New York: McMillan Publishing Co., 1982.

Weber, Clarence A., Personal Problems of School Administration, Revised Edition, New york: McGraw-Hill Book Company, 1981.

Webster's Collegiate Dictionary, New York: Avon Book, 1981.

Zeithamel, Carl P. Strategies for Effective Management, Sydney, Australia: Richard D. Irvin, Inc., 1993.

B. PERIODICALS/JOURNALS

Doctor, Natividad B. "The Educational Manager in a Complex Society," The Modern teacher, Vol. XX, No. 2, 1992.

McClelland, D. C., R. Koestner, and J. Weinberger, "How do Self-Attributed and Implicit Motives Differ?", Psychological Review 96, No. 4, 1989.

Askew, Lawrence, "The Principal's Role in Instructional Leadership," *The National Elementary School Principal*, Vol. XXIV, No. 4, May, 1992.

Quisumbing, Lourdes R., *Educators' Congress Handbook*, Baguio City, 1986.

Roxas, Manuelito L. "Qualities of a Good School Manager," *The Modern Teacher*, Vol. XX, No. 8, January, 1992.

Winter, D. *The Power Motive*, The Free Press, New York.

C. UNPUBLISHED MATERIALS

Abadiano, Erlinda A., "Schools Administrators' Instructional Supervisory Skills: Their Influence on Teachers' Performance," Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1994.

Apolinario, Gil D., "Motivational Styles of School Principals: Their Implication to the Development of Effective Elementary Schools," Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1999.

Barug, Roland S. "An Appraisal of the Supervisory Practices of District Supervisor of Southern Leyte Division Relative to Their Functions: Proposals for Improvement," Unpublished Master's Thesis, Leyte Normal University, Tacloban City, 1992.

Balano, Celestina Chicano, "Relationship of Principal's Personal Characteristics, Instructional Leadership and Management Styles to Teachers' Performance in the

Division of Eastern Samar," Unpublished Master's Thesis, Leyte Normal University, Tacloban City, 1992.

Caveiro, Antonio F., "The Administrative and Supervisory Style of Secondary School Administrators: Basis for Policy Redirections," Unpublished Master's Thesis, Samar College, Catbalogan, Samar, 1997.

Codoy, Cristito I. "Teachers' Motivational Needs and Leadership Styles of Elementary School Administrators: Their Relationship to Job Satisfaction," Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1997.

De la Cruz, Eleno, "Classification and Compensation: Their Relationship to Attitudes Towards Work, Performance Rating, and Socio-Economic Status of the Faculty Members of the Vocational-Technological State College in Region VIII," Unpublished Master's Thesis, Leyte Normal University, Tacloban City, 1990.

Prias, L. T., "Study of the Relationship Between Teachers' Satisfaction and School Climate," Unpublished Master's Thesis, Central Philippine University, Iloilo City, 1990.

Tupaz, Juanito A. "An Assessment of Need Competencies of Public Elementary School Principals: A Proposed Guide for Professional Development and Effectiveness," Unpublished Doctor's Dissertation, Divine Word University, Tacloban City, 1995.

Ynalbis, Adelfa T. "Educational Qualification and Instructional Competencies of Elementary Grade Teachers," Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1990.

A P P E N D I C E S

APPENDIX A**SAMAR STATE POLYTECHNIC COLLEGE**
Catbalogan, Samar

April 19, 2001

THE DEAN OF GRADUATE STUDIESSamar State Polytechnic College
Catbalogan, Samar**S i r :**

In my earnest desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following problems, preferably number 1.

1. THE MOTIVATIONAL LEVEL AND PERFORMANCE OF EDUCATIONAL MANAGERS: THEIR IMPLICATIONS TO SCHOOL MANAGEMENT
2. FACTORS AFFECTING JOB PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN THE DIVISION OF SAMAR
3. FACTORS AFFECTING THE LEVEL OF PERFORMANCE OF PUPILS IN THE DIVISION OF SAMAR

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) MELLY MILCA-NABELON
Researcher

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES**ASSIGNMENT OF ADVISER**

April 19, 2001

Dear Dr. Quitalig:

Please be informed that you have been designated as Adviser of MELLY MILCA-NABELON, candidate for the degree in Master of Arts in Administration and Supervision who proposes to write a thesis on THE MOTIVATIONAL LEVEL AND PERFORMANCE OF EDUCATIONAL MANAGERS: THEIR IMPLICATIONS TO SCHOOL MANAGEMENT.

Thank you for your cooperation.

Very truly yours,

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) THELMA C. QUITALIG, Ph. D., CESO V
Schools Division Superintendent
(Adviser)

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 6, 2001

THE SCHOOLS DIVISION SUPERINTENDENT

Division of Samar
Catbalogan, Samar

M a d a m :

I have the honor to request permission from your good office to field my questionnaire among the district supervisors, principals and teachers of the 27 school districts in the Division of Samar for my study entitled, THE MOTIVATIONAL LEVEL AND PERFORMANCE OF EDUCATIONAL MANAGERS: THEIR IMPLICATIONS TO SCHOOL MANAGEMENT.

Approval of this request is earnestly sought.

Very truly yours,

(SGD.) MELLY MILCA-NABELON
Researcher

APPROVED:

(SGD.) THELMA C. QUITALIG, Ph. D., CESO V
Schools Division Superintendent

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

December 13, 2001

THE DEAN

College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

This thesis entitled, THE MOTIVATIONAL LEVEL AND PERFORAMANCE OF EDUCATIONAL MANAGERS: THEIR IMPLICATIONS TO SCHOOL MANAGEMENT, prepared and submitted by Ms. MELLY M. NABELON, in partial fulfillment of the requirements for the degree of MAED - Administration and Supervision is recommended for final oral examination on the date and time convenient to your office.

(SGD.) THELMA C. QUITALIG, Ph. D., CESO V
Adviser

Date of
ORAL DEFENSE

December 29, 2002

(Day)

1:00 P. M.

Time

SSPC GRADUATE SCHOOL
Dean's Office

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

EDUCATIONAL SURVEY QUESTIONNAIRE
(For Educational Managers)

Sir/Madam:

I would like to solicit your cooperation and assistance in connection with my study entitled, "The Motivational Level and Performance of Educational Managers: Their Implications to School Management."

Please respond to this questionnaire by providing the information/data called for and by putting a checkmark on the space provided for which represents your answer to every item.

Rest assured that all your responses will be treated confidentially and will be utilized solely for research purposes.

Thank you very much.

Very truly yours,

(SGD.) MELLY MILCA-NABELON
Researcher

PART I. RESPONDENT'S PROFILE

Name (optional): _____

Age: _____ Sex: _____ Civil Status: _____

Highest Educational Background: _____

Degree Finished: _____

Major: _____ Minor: _____

Graduate degree course finished/units earned: _____

Post-Graduate course/units earned: _____

No. of years of teaching experience: _____

Length of service as an educational manager: _____

No. of training hours attended: _____

Performance rating for school year 2000-2001: _____

No. of teachers supervised: _____

PART II. THE LEVEL OF MOTIVATION OF ELEMENTARY SCHOOL EDUCATIONAL MANAGERS

Direction: Below are several indicators grouped into four components: a) life values; b) individual competencies; c) human relations, and d) management/agency's support which best explain the motives that describe the manager's purposes in his job as a leader. An honest appraisal will help you become a more effective worker, team member, and leader. What you need here is, read each item below and personally evaluate yourself using the 5-point scale provided for. Check the value that best describe the level of motivation it has caused on you as a school head, as a worker and as a leader.

<u>Value</u>	<u>Description</u>	
5	Extremely Motivated	(EM)
4	Highly Motivated	(HM)
3	Moderately Motivated	(MM)
2	Fairly Motivated	(FM)
1	Not Motivated	(NM)

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
A. Life Values					
1. Self awareness or personal knowledge of the forces and factors which motivate you and influence your behavior					
2. Leadership or your ability to influence positively people and situation					
3. Affection or your capacity both to give and receive love from subordinates					
4. Independence, that is, your ability to control one's life space, as well as to make one's own decisions					
5. Self-appreciation which speaks of your acceptance of what you are and can become, as well as your limitations					
6. Self-congruence or being comfortable with yourself and sensitive to your impact on others, or being your real self regardless of the situation					
7. Responsibility which is your ability to persevere, to be dedicated and committed to the goals of your profession/organization					
8. Initiative or your ability to accomplish things					
9. Acceptance or your ability to respect the dignity of others and valuing their uniqueness					
10. Trust and confidence in others					
11. Creativeness or your being innovative					
12. Cooperativeness or your ability to work with others in a collaborative fashion					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
13.Helpfulness or your capacity to be concerned about others and render assistance					
14.Recognition of your ability to achieve or be seen as a valuable person in the organization					
15.Risk-taking or your ability to take risks to accomplish what one feels is necessary					
16.Facilitating or your ability to reconcile or foster and develop					
17.Joyfulness or your capacity to be happy with self and others, to experience fulfillment in one's experiences and life situations					
18.Human service or your seeking to serve the welfare and advancement of mankind in a meaningful fashion					
19.Others, please specify _____ _____					
B. Individual Competencies					
1.Professional attainment or your major vocational and professional success					
2.Intellectual competencies or your intelligence or capacity to apply knowledge, ability to conceptualize and to perceive relationships, etc.					
3.Judgment competencies or your ability to make reasonable decisions and disseminate and solve problem					
4.Social competencies or your skills to deal with people on a one-to-one, group or organizational level, etc.					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
5. Physical competencies or your physical prowess or athletic/ outdoor abilities					
6. Aesthetic competencies or your responsiveness and appreciation of beauty in art or nature					
7. Actualizing competencies or your ability to motivate self beyond present level of accomplishment					
8. Others, please specify _____ _____					
C. Human Relations					
1. Your role and good relationship with the team members and other functional units					
2. The team shares with me a sense of being accountable individually for the group's results					
3. The thought that your competencies are sufficient to help the team accomplish its goals					
4. The team works well together and has cohesion					
5. Your group has the skills within it to deal effectively with its differences and disagreements					
6. Your group communicates at both the cognitive (I think) and affective (I feel) levels of interaction					
7. Your team provides individual support to members when needed					
8. Your group regularly gives recognition and encouragement to you					
9. Your team facilitates member's involvement and seeks their opinions					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
10. Your group foster your participation and positively reinforces your contributions					
11. The leadership in your team is shared					
12. Members play a variety of roles in your group and no one person dominates					
13. Your group welcome your inputs and feedbacks					
14. Your team is committed to cooperation and collaboration among members and with other groups					
15. Your team inspires your best effort					
16. Your members work well together					
17. Others, please specify _____ _____					
D. Management/Agency's Support					
1. Availability of materials and human resources to the group's tasks					
2. Feeling your job is important					
3. Opportunity to do interesting work					
4. Opportunity for self-development and improvement					
5. Respect for you as a person					
6. Chance for promotion					
7. Good pay					
8. Chance to turn out quality work					
9. Knowing what is going on in the organization					
10. Large amount of freedom on the job					
11. Being told by the boss when you do a good job					
12. Having an efficient supervisor					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
13. Agreement with agency objectives					
14. Good physical working conditions					
15. Pensions and other security benefits					
16. Having an employee council					
17. Others, please specify _____ _____					

PART III. THE LEVEL OF PERFORMANCE OF ELEMENTARY SCHOOL EDUCATIONAL MANAGERS

Direction: This instrument is useful for assessing objectively your own performance as an educational manager. This is subdivided into 10 categories of management functions that when analyzed and evaluated seriously will provide valid and reliable information as to where to focus one's attention for career development.

Value

Description

5	Excellent	(E)
4	Very Satisfactory	(VS)
3	Satisfactory	(S)
2	Unsatisfactory	(U)
1	Poor	(P)

Indicators	5 E	4 VS	3 S	2 U	1 P
A. Planning					
1. Utilize established dynamic planning techniques, environmental scanning, technical forecasting, or even future studies to develop unit goals with members					

Indicators	5 E	4 VS	3 S	2 U	1 P
2.Establish a balance among competing objectives and targets to accomplish overall work unit goals					
3.Assess technical feasibility for alternative courses of action					
4.Assess financial feasibility for alternative courses of action					
5.Assess socio political feasibility for alternative courses of action					
6.Anticipate obstacles to achieving work unit goals, identify means for overcoming them, and apply contingency plans when necessary					
7.Plan specifically for changes, adjusting long-term work unit goals accordingly					
8.Maintain a balance between needs/ goals of specialized or unit interests and large organizational mission					
9.Others, please specify _____ _____					
B. Coordination					
1.Maintain helpful, supportive, productive relationships within the work unit					
2.Maintain influential relationships with higher level management whose attitudes and decisions affect unit					
3.Maintain productive working relationships with other agencies					
4.Maintain effective community relations with other pertinent organization and government bodies within the area					

Indicators	5 E	4 VS	3 S	2 U	1 P
5.Keep higher level management informed in a timely and relevant manner of unit performance or developments					
6.Others, please specify _____ _____					
C. Communication					
1.Explain/clarify changing organizational culture, policies, priorities and procedures to unit members					
2.Extract and apply organizational communications pertinent to unit members					
3.Keep unit members informed of pertinent external issues, and developments that impact their work					
4.Ensure that work unit activities reflect organizational goals, policies and directives					
5.Prepare required written and oral communications for unit with conciseness, accuracy, competence and cultural sensitivity					
6.Communicate respect for the listener by transmitting both verbally and non-verbally positive concern, interest, and encouragement, especially by trying to get into the receiver's world or life space					
7.Communicate reciprocal concern and non-judgmental attitude by a dialogue which shares interaction responsibility, promotes circular communications, and avoids moralistic value-laden evaluative statements					

Indicators	5 E	4 VS	3 S	2 U	1 P
8.Communicate changes in organizational policies, procedures, and programs to external clients, and stakeholders					
9.Others, please specify _____ _____					
D. Financial Management					
1.Prepare unit budget with members in context of organizational constraints and financial resources					
2.Project long-term financial needs and resources of work unit					
3.Explain and justify persuasively the unit budget requests both orally and in writing					
4.Apply financial systems reports and mechanisms in managing work unit costs and/or income					
5.Seek entrepreneurial opportunities to supplement unit budget or expand its income production					
6.Consider national or community financial situation relative to pricing and compensation, recommendations, expenditures and contributions, as well as other manifestations of unit social responsibility					
7.Others, please specify _____ _____					
E. Material Resources Management					
1.Plan of the acquisition of needed equipment, facilities, supplies, or services to carry out unit mission					
2.Apply organizational contract and procurement rules and regulations in managing work unit					

Indicators	5 E	4 VS	3 S	2 U	1 P
3.Oversee or participate in procurement management of key unit material resources, including lease of purchase decision's on equipment and contractors					
4.Oversee or participate in managing and evaluating contractor or supplier activities for the unit					
5.Ensure that local and minority contractors or suppliers are given equal opportunity for unit business					
6.Ensure that illegal, unethical or unjust financial practices are not practiced within or the work unit					
7.Others, please specify _____ _____					
F. Human Resources Management					
1.Plan for needed changes in size and composition of work unit staff and supplementary personnel					
2.Take an active role in recruiting, selecting, and retraining staff for the work unit					
3.Seek and maintain competence as performance criteria, regardless of sex, race or other factors in worker's background					
4.Apply personnel policies and regulations, particularly, regarding equal employment opportunity and affirmative action to prevent job discrimination					

Indicators	5 E	4 VS	3 S	2 U	1 P
5. Seek synergistic labor/management relations and high performing work culture which enhances people's potential					
6. Develop meaningful performance standards, and conduct helpful performance appraisals					
7. Capitalize on human assets by appropriate training and development programs, especially in new technologies					
8. Take corrective and constructive actions with work unit members whose behavior or performance in is inappropriate					
9. Consult with unit members and higher management to meaningful reward and recognition program					
10. Others, please specify _____ _____					
G. Implementation					
1. Identify specific project and actions necessary to accomplish work unit goals					
2. Establish priorities among competing unit projects and activities					
3. Set challenging but realistic deadlines for competing work unit projects					
4. Sequence and schedule work activities to maximize efficient use of available resources					
5. Consider long-term goals while devising short-term plans and schedules					
6. Provide unit guidance on how to assess or measure goal accomplishments					

Indicators	5 E	4 VS	3 S	2 U	1 P
7.Others, please specify _____ _____					
G. Monitoring and Supervision					
1.Establish systems for monitoring work progress, so as to ensure unit excellence					
2.Adjust to changes in workload, resources, priorities, or schedule in dynamic and timely manner					
3.Use cooperative relations, direct observation, or informal contacts with general management, users, customers and suppliers to ascertain needs and unit effectiveness - manage by walking or moving around and staying in touch with the public					
4.Anticipate trends, changes, needs and problems, readjustment and reallocating as appropriate					
5.Encourage innovation and entrepreneurial spirit within the work unit, and especially in relations to externals					
6.Clarify roles and relationships, so all unit members understand work assignments and expectations					
7.Encourage participative and team management approach					
8.Delegate responsibility with commensurate authority and resources					
9.Provide positive reinforcement for high performance through appropriate recognition and rewards					

Indicators	5 E	4 VS	3 S	2 U	1 P
10.Coach and counsel unit members on technical problems, productivity, career development, and appropriate changes in performance behavior					
11.Maintain equal concern for task accomplishment and people maintenance within the unit					
12.Others, please specify _____ _____					
I. Evaluation					
1.Evaluate unit effectiveness in a systematic and objective manner, emphasizing both quantity and quality					
2.Assess unit climate in terms of cooperative actions that enhance people performance and potential					
3.Identify specific ways for improving unit's procedures, processes, structures, and cost effectiveness					
4.Identify specific ways for improving the unit's culture, morale, relationships, and achievement level					
5.Develop strategies toward achieving unit long-term goals by continuing system refinements and improvements					
6.Utilize individual members' performance appraisal and input as means for improving unit productivity and excellence					
7.Others, please specify _____ _____					

Indicators	5 E	4 VS	3 S	2 U	1 P
J. Public Relations					
1. Identify work unit's diverse publics or stakeholders in its activities and performance					
2. Represent/promote work unit before groups and individuals within and without the organization					
3. Respond effectively to inquire and requests for unit information and service					
4. Explain work unit programs and functions to non-experts in terms they can understand and which are culturally appropriate					
5. Persuade other interested parties to "buy into" and support a desired course of unit action					
6. Use formal resource networks effectively to achieve unit objectives					
7. Use informal resource networks effectively to achieve unit objectives					
8. Develop positive unit image for performance excellence, resourcefulness, and cooperation					
9. Demonstrate unit respect for host community or area locals, culture and work habits					
10. Maintain concern for environmental or ecological impact of unit activities					
11. Others, please specify _____ _____					

**PART IV. ADMINISTRATIVE AND SUPERVISORY PROBLEMS ENCOUNTERED
BY THE EDUCATIONAL MANAGERS AND THEIR
CORRESPONDING SOLUTIONS.**

A. Administrative and Supervisory Problems

Direction: Please list down the administrative and supervisory problems you have encountered in the management of your school.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Suggested Solutions

Direction: List down the suggested solutions for the identified problems.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

THANK YOU VERY MUCH

The Researcher

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

EDUCATIONAL SURVEY QUESTIONNAIRE
(For Teachers)

Sir/Madam:

I would like to solicit your cooperation and assistance in connection with my study entitled, "The Motivational Level and Performance of Educational Managers: Their Implications to School Management."

Please respond to this questionnaire by providing the information/data called for and by putting a checkmark on the space provided for which represents your answer to every item.

Rest assured that all your responses will be treated confidentially and will be utilized solely for research purposes.

Thank you very much.

Very truly yours,

(SGD.) MELLY MILCA-NABELON
Researcher

PART I. RESPONDENT'S PROFILE

Name (optional): _____

Age: _____ Sex: _____ Civil Status: _____

Station: _____

PART II. THE LEVEL OF MOTIVATION OF ELEMENTARY SCHOOL EDUCATIONAL MANAGERS

Direction: Below are several indicators grouped into four components: a) life values; b) individual competencies; c) human relations, and d) management/agency's support which best explain the motives that describe the manager's purposes in his job as a leader. An honest appraisal will help your educational managers become a more effective worker, team member, and leader. What you need here is, read each item below and personally evaluate your educational manager using the 5-point scale provided for. Check the value that best describes the level of motivation of your educational manager that has caused on him/her as a school head, as a worker and as a leader.

Value

Description

5	Extremely Motivated	(EM)
4	Highly Motivated	(HM)
3	Moderately Motivated	(MM)
2	Fairly Motivated	(FM)
1	Not Motivated	(NM)

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
A. Life Values					
1. Self awareness or personal knowledge of the forces and factors which motivate your educational manager and influence his/her behavior					
2. Leadership or the ability of your educational manager to influence positively people and situation					
3. Affection or the capacity of your educational manager both to give and receive love from subordinates					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
4.Independence, that is, the ability of your educational manager to control one's life space, as well as to make her/his own decisions					
5.Self-appreciation which speaks of the acceptance of your educational manager of what he/she is and can become, as well as his/her limitations					
6.Self-congruence or being comfortable of your educational manager with his/her self and sensitive to his/her impact on others, or being real self regardless of the situation					
7.Responsibility which is the ability of your educational manager to persevere, to be dedicated and committed to the goals of his/her profession/organization					
8.Initiative or the ability of your educational manager to accomplish things					
9.Acceptance or the ability of your educational manager to respect the dignity of others and valuing their uniqueness					
10.Trust and confidence in others					
11.Creativeness or being innovative of your educational manager					
12.Cooperativeness or the ability of your educational manager to work with others in a collaborative fashion					
13.Helpfulness or the capacity of your educational manager to be concerned about others and render assistance					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
14. Recognition of the ability of your educational manager to achieve or be seen as a valuable person in the organization					
15. Risk-taking or the ability of your educational manager to take risks to accomplish what one feels is necessary					
16. Facilitating or the ability of your educational manager to reconcile or foster and develop					
17. Joyfulness or the capacity of your educational manager to be happy with self and others, to experience fulfillment in one's experiences and life situations					
18. Human service or the seeking of your educational manager to serve the welfare and advancement of mankind in a meaningful fashion					
19. Others, please specify _____ _____					
B. Individual Competencies					
1. Professional attainment or the major vocational and professional success of your educational manager					
2. Intellectual competencies or the intelligence or capacity of your educational manager to apply knowledge, ability to conceptualize and to perceive relationships, etc.					
3. Judgment competencies or the ability of your educational manager to make reasonable decisions and disseminate and solve problem					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
4.Social competencies or the skills of your educational manager to deal with people on a one-to-one, group or organizational level, etc.					
5.Physical competencies or the physical prowess of your educational manager or his/her athletic/outdoor abilities					
6.Aesthetic competencies or the responsiveness and appreciation of your educational manager of beauty in art or nature					
7.Actualizing competencies or the ability of your educational manager to motivate self beyond present level of accomplishment					
8.Others, please specify _____ _____					
C. Human Relations					
1.The role and good relationship of your educational manager with the team members and other functional units					
2.The team shares with your educational manager a sense of being accountable individually for the group's results					
3.The thought that your educational manager's competencies are sufficient to help the team accomplish its goals					
4.The team works well together and has cohesion					
5.The group has the skills within it to deal effectively with its differences and disagreements					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
6.The group communicates at both the cognitive (I think) and affective (I feel) levels of interaction					
7.The team provides individual support to members when needed					
8.The group regularly gives recognition and encouragement to your educational manager					
9.The team facilitates member's involvement and seeks their opinions					
10.The group foster your educational manager's participation and positively reinforces your contributions					
11.The leadership in the team is shared					
12.Members play a variety of roles in the group and no one person dominates					
13.The group welcome your educational manager's inputs and feedbacks					
14.The team is committed to cooperation and collaboration among members and with other groups					
15.The team inspires your educational manager's best effort					
16.The members work well together					
17.Others, please specify _____ _____					
D. Management/Agency's Support					
1.Availability of materials and human resources to the group's tasks					
2.Feeing your educational manager's job is important					

Indicators	5 EM	4 HM	3 MM	2 FM	1 NM
3.Opportunity to do interesting work					
4.Opportunity for self-development and improvement					
5.Respect for your educational manager as a person					
6.Chance for promotion					
7.Good pay					
8.Chance to turn out quality work					
9.Knowing what is going on in the organization					
10.Large amount of freedom on the job					
11.Being told by the boss when you do a good job					
12.Having an efficient supervisor					
13.Agreement with agency objectives					
14.Good physical working conditions					
15.Pensions and other security benefits					
16.Having an employee council					
17.Others, please specify _____ _____					

PART III. THE LEVEL OF PERFORMANCE OF ELEMENTARY SCHOOL EDUCATIONAL MANAGERS

Direction: This instrument is useful for assessing objectively your educational manager's performance. This is subdivided into 10 categories of management functions that when analyzed and evaluated seriously will provide valid and reliable information as to where to focus your educational manager's attention for career development.

ValueDescription

5	Excellent	(E)
4	Very Satisfactory	(VS)
3	Satisfactory	(S)
2	Unsatisfactory	(U)
1	Poor	(P)

Indicators	5 E	4 VS	3 S	2 U	1 P
A. Planning					
1.Utilize established dynamic planning techniques, environmental scanning, technical forecasting, or even future studies to develop unit goals with members					
2.Establish a balance among competing objectives and targets to accomplish overall work unit goals					
3.Assess technical feasibility for alternative courses of action					
4.Assess financial feasibility for alternative courses of action					
5.Assess socio political feasibility for alternative courses of action					
6.Anticipate obstacles to achieving work unit goals, identify means for overcoming them, and apply contingency plans when necessary					
7.Plan specifically for changes, adjusting long-term work unit goals accordingly					
8.Maintain a balance between needs/ goals of specialized or unit interests and large organizational mission					
9.Others, please specify _____ _____					

Indicators	5 E	4 VS	3 S	2 U	1 P
B. Coordination					
1.Maintain helpful, supportive, productive relationships within the work unit					
2.Maintain influential relationships with higher level management whose attitudes and decisions affect unit					
3.Maintain productive working relationships with other agencies					
4.Maintain effective community relations with other pertinent organization and government bodies within the area					
5.Keep higher level management informed in a timely and relevant manner of unit performance or developments					
6.Others, please specify _____ _____					
C. Communication					
1.Explain/clarify changing organizational culture, policies, priorities and procedures to unit members					
2.Extract and apply organizational communications pertinent to unit members					
3.Keep unit members informed of pertinent external issues, and developments that impact their work					
4.Ensure that work unit activities reflect organizational goals, policies and directives					
5.Prepare required written and oral communications for unit with conciseness, accuracy, competence and cultural sensitivity					

Indicators	5 E	4 VS	3 S	2 U	1 P
6.Communicate respect for the listener by transmitting both verbally and non-verbally positive concern, interest, and encouragement, especially by trying to get into the receiver's world or life space					
7.Communicate reciprocal concern and non-judgmental attitude by a dialogue which shares interaction responsibility, promotes circular communications, and avoids moralistic value-laden evaluative statements					
8.Communicate changes in organizational policies, procedures, and programs to external clients, and stakeholders					
9.Others, please specify _____ _____					
D. Financial Management					
1.Prepare unit budget with members in context of organizational constraints and financial resources					
2.Project long-term financial needs and resources of work unit					
3.Explain and justify persuasively the unit budget requests both orally and in writing					
4.Apply financial systems reports and mechanisms in managing work unit costs and/or income					
5.Seek entrepreneurial opportunities to supplement unit budget or expand its income production					

Indicators	5 E	4 VS	3 S	2 U	1 P
6.Consider national or community financial situation relative to pricing and compensation, recommendations, expenditures and contributions, as well as other manifestations of unit social responsibility					
7.Others, please specify _____ _____					
E. Material Resources Management					
1.Plan of the acquisition of needed equipment, facilities, supplies, or services to carry out unit mission					
2.Apply organizational contract and procurement rules and regulations in managing work unit					
3.Oversee or participate in procurement management of key unit material resources, including lease of purchase decision's on equipment and contractors					
4.Oversee or participate in managing and evaluating contractor or supplier activities for the unit					
5.Ensure that local and minority contractors or suppliers are given equal opportunity for unit business					
6.Ensure that illegal, unethical or unjust financial practices are not practiced within or the work unit					
7.Others, please specify _____ _____					

Indicators	5 E	4 VS	3 S	2 U	1 P
F. Human Resources Management					
1. Plan for needed changes in size and composition of work unit staff and supplementary personnel					
2. Take an active role in recruiting, selecting, and retraining staff for the work unit					
3. Seek and maintain competence as performance criteria, regardless of sex, race or other factors in worker's background					
4. Apply personnel policies and regulations, particularly, regarding equal employment opportunity and affirmative action to prevent job discrimination					
5. Seek synergistic labor/management relations and high performing work culture which enhances people's potential					
6. Develop meaningful performance standards, and conduct helpful performance appraisals					
7. Capitalize on human assets by appropriate training and development programs, especially in new technologies					
8. Take corrective and constructive actions with work unit members whose behavior or performance is inappropriate					
9. Consult with unit members and higher management to meaningful reward and recognition program					
10. Others, please specify _____ _____					

Indicators	5 E	4 VS	3 S	2 U	1 P
G. Implementation					
1. Identify specific project and actions necessary to accomplish work unit goals					
2. Establish priorities among competing unit projects and activities					
3. Set challenging but realistic deadlines for competing work unit projects					
4. Sequence and schedule work activities to maximize efficient use of available resources					
5. Consider long-term goals while devising short-term plans and schedules					
6. Provide unit guidance on how to assess or measure goal accomplishments					
7. Others, please specify _____ _____					
G. Monitoring and Supervision					
1. Establish systems for monitoring work progress, so as to ensure unit excellence					
2. Adjust to changes in workload, resources, priorities, or schedule in dynamic and timely manner					
3. Use cooperative relations, direct observation, or informal contacts with general management, users, customers and suppliers to ascertain needs and unit effectiveness - manage by walking or moving around and staying in touch with the public					
4. Anticipate trends, changes, needs and problems, readjustment and reallocating as appropriate					

Indicators	5 E	4 VS	3 S	2 U	1 P
5. Encourage innovation and entrepreneurial spirit within the work unit, and especially in relations to externals					
6. Clarify roles and relationships, so all unit members understand work assignments and expectations					
7. Encourage participative and team management approach					
8. Delegate responsibility with commensurate authority and resources					
9. Provide positive reinforcement for high performance through appropriate recognition and rewards					
10. Coach and counsel unit members on technical problems, productivity, career development, and appropriate changes in performance behavior					
11. Maintain equal concern for task accomplishment and people maintenance within the unit					
12. Others, please specify _____ _____					
I. Evaluation					
1. Evaluate unit effectiveness in a systematic and objective manner, emphasizing both quantity and quality					
2. Assess unit climate in terms of cooperative actions that enhance people performance and potential					
3. Identify specific ways for improving unit's procedures, processes, structures, and cost effectiveness					

Indicators	5 E	4 VS	3 S	2 U	1 P
4. Identify specific ways for improving the unit's culture, morale, relationships, and achievement level					
5. Develop strategies toward achieving unit long-term goals by continuing system refinements and improvements					
6. Utilize individual members' performance appraisal and input as means for improving unit productivity and excellence					
7. Others, please specify _____ _____					
J. Public Relations					
1. Identify work unit's diverse publics or stakeholders in its activities and performance					
2. Represent/promote work unit before groups and individuals within and without the organization					
3. Respond effectively to inquire and requests for unit information and service					
4. Explain work unit programs and functions to non-experts in terms they can understand and which are culturally appropriate					
5. Persuade other interested parties to "buy into" and support a desired course of unit action					
6. Use formal resource networks effectively to achieve unit objectives					
7. Use informal resource networks effectively to achieve unit objectives					

Indicators	5 E	4 VS	3 S	2 U	1 P
8. Develop positive unit image for performance excellence, resourcefulness, and cooperation					
9. Demonstrate unit respect for host community or area locals, culture and work habits					
10. Maintain concern for environmental or ecological impact of unit activities					
11. Others, please specify _____ _____					

**PART IV. ADMINISTRATIVE AND SUPERVISORY PROBLEMS ENCOUNTERED
BY THE EDUCATIONAL MANAGERS AND THEIR
CORRESPONDING SOLUTIONS.**

A. Administrative and Supervisory Problems

Direction: Please list down the administrative and supervisory problems your educational managers have encountered in the management of his/her school.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____

10. _____

B. Suggested Solutions

Direction: List down the suggested solutions for the identified problems.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

THANK YOU VERY MUCH

The Researcher

C U R R I C U L U M V I T A E

CURRICULUM VITAE

Name : **MELLY MILCA-NABELON**

Date of Birth : April 14, 1967

Place of Birth : Catbalogan, Samar

Civil Status : Married

Address : 22 Tizon Street
Pagsanghan, Samar

Present Position : Elementary Grades Teacher III

Station : Pagsanghan Central Elementary
School
Pagsanghan, Samar

Father : Vedasto Aviñon Milca, Sr.
Farmer/COCOFED President

Mother : Natividad Pontojas Milca
Retired Teacher

EDUCATIONAL BACKGROUND

Elementary : Pagsanghan Central Elementary
School
Pagsanghan, Samar
1973 - 1979

Secondary : Sacred Heart College
Catbalogan, Samar
1979 - 1983

Tertiary : Sacred Heart College
Catbalogan, Samar
1983 - 1987

Graduate Studies : Samar State Polytechnic College
Catbalogan, Samar

Degree Being Pursued : Master of Arts in Education

Major : Administration and Supervision

AWARDS AND DISTINCTIONS

Elementary : First Honors (Grades I-VI)

Secondary : Class Achiever
COCOFED Scholar

Tertiary : Dean's Lister (BEEd I & III)
Gold Medal, Service Award
Gold Medal, Loyalty Award
Gold Medal, Drama Guild
Meritorious Award
Gold Medal, Catechetical
Guild Award
Magna Cum Laude
(BEEd - English)

ELIGIBILITY

Presidential Decree No. 907 - Honor Graduate, Magna Cum Laude, March 30, 1987.

Professional Board Examination for Teachers (PBET), November 22, 1987, Tacloban City - 74.60%.

ACHIEVEMENTS (EXTRA-CURRICULAR ACTIVITIES)

School Organizations :

- SY 1983-1984
- Member, Catechetical Guild
- Member, Drama Guild Club
- Member, Choir
- Business Manager, Education Department
- SY 1984-1985
- Secretary, Catechetical Guild
- Member, Drama Guild Club

Member, Choir
M.M.O., Education Department

SY 1985-1986
Secretary, Catechetical Guild
Member, Drama Guild Club
Member, Choir
Secretary, Social Science
Club
Secretary, Education
Department
Feature Editor, School Paper
(Sacredinian)

Summer 1986
President, Summer Council
Organization

SY 1986-1987
Member, Drama Guild Club
Member, Choir
Coordinator, Catechetical
Guild
Treasurer, Student Body
Organization
Secretary, Education
Department
Feature Editor, School Paper
(Sacredinian)

Other Organizations

: Secretary, Legion of Mary

Secretary, Lectors' and
Commentators' Group

Assistant Secretary, Parish
Pastoral Council
Pagsanghan, Samar

Member, Philippine
Association for Graduate
Education (PAGE)
Region VIII
Calendar Year 1999

AWARDS AND RECOGNITION (As Elementary Grades Teachers)

Certificate of Recognition for outstanding services and support to the cause of Boyscouting in Samar Council on October 14, 1994 at Catbalogan, Samar.

Certificate of Recognition for meritorious and unstinted support given to the Samar Council Boyscouts of the Philippines on March 23, 2001.

Certificate of Recognition for "Best Scouting Spirit" during the Basic Training Course for Kawan Leaders held at Napuro Elementary School, Sta. Margarita, Samar on October 2-4, 1992.

A Trophy as First Placer "Declamation" held at Sama National School, Catbalogan, Samar in Celebration of the DECS-RO VIII Silver Jubilee 2000 on October, 25, 2000.

A Trophy and a Certificate of Recognition for invaluable services as First Placer in the Provincial Literary Musical Competition in Celebration of the DECSRO VIII Silver Jubilee 2000, "DECLAMATION" on November 17, 2000.

SEMINARS/TRAINING ATTENDED

Regional Training of Trainers in English, Science and Mathematics held on April 22 - May 4, 1996 at the RELC, Candahug, Palo, Leyte.

Regional Seminar-Workshop on Cultural Revival Through Researches of Kundiman Regional Songs, Games and Dances of Region VIII held on July 29-31, 1993 at Samar National School, Catbalogan, Samar.

PAGE VIII General Assembly held at the Human Resource Development Center, Leyte Normal University, Tacloban City, January 23, 1999.

Division Seminar-Workshop on the Preparation/Utilization and Evaluation of the Social Studies Lesson Plans for the Elementary Grades, held at the GSP Headquarters, Catbalogan, Samar on August 9-12, 1989.

Seminar-Workshop in Special Education: A Reorientation held on October 13-16, 1998 at the DECS, Redaja Hall, Catbalogan, Samar.

Division In-Depth Training in Mathematics Instruction for Elementary Mathematics Teachers held at the Girlscout Headquarters, Catbalogan, Samar on August 31 - September 2, 1992.

Division Training on Enhancement of Capabilities of School Paper Advisers held at the BSP Building, Catbalogan, Samar on August 17-19, 1995.

District Training on the Regional Enhancement Program for Elementary Schools (RREPES) held at the Girlscout Building, Catbalogan, Samar on September 10-14, 1990.

Pampurok na Gawain sa Binagong Kompetensi sa Elementarya na ginanap sa Paaralang Elementarya ng Sta. Cruz, Tarangnan, Samar noong Hulyo 15-16, 1999.

Inulit na Pampurok na Gawaing Kapulungan sa Pagpapataas ng Kalidad sa Pagtuturo ng Filipino at Pananaliksik na ginanap sa Paaralang Elementarya ng Bangon, Pagsanghan, Samar noong Agosto 20-21, 1993.

District Re-echo Seminar-Workshop on Centennial of the Philippine Revolution, Teaching P. E. in Grades IV-VI, Program Implementation Review in Health and Nutrition, National Drug Education Program, National Culture of Excellence, and Implementation of School Based Reading Program held at Sta. Cruz Elementary School, Tarangnan, Samar on November 24-29, 1997.

Basic Training for Kawan Leaders at Napuro, Sta. Margarita, Samar on October 2-4, 1992.

Division-Based Training on Teachers "Time on Tasks" held at Catbalogan IV District Central, Catbalogan, Samar on April 28-29, 1994.

District Re-echo Seminar-Workshop on Item Analysis and Test Validation held at Pagsanghan Central Elementary School, Pagsanghan, Samar on August 26, 2000.

District Re-echo Seminar-Workshop on Reading Education Training Program held at Sta. Cruz Elementary School, Sta. Cruz, Tarangnan, Samar on September 7-9, 2000.

District Re-echo Seminar-Workshop on Edukasyong Pangtahanan at Pangkabuhayan (EPP) held at Pagsanghan Central Elementary School, Pagsanghan, Samar on December 9, 2000.

Division Seminar-Workshop on Elementary Science Teaching held at Redaja Hall, Division of Samar, Catbalogan, Samar on October 20-21, 2001.

L I S T O F T A B L E S

LIST OF TABLES

Table		Page
1	The Sampling Frame	63
2	Age and Sex Profile of School Managers in the Division of Samar	72
3	Profile of the School Managers in the Division of Samar as to Civil Status	73
4	Profile of the School Managers in the Division of Samar as to Educational Background	74
5	Profile of the School Managers in the Division of Samar as to Teaching Experience	75
6	Profile of the School Managers in the Division of Samar as to Length of Service as School Manager	77
7	Profile of the School Managers in the Division of Samar as to Performance Rating	78
8	Profile of the School Managers in the Division of Samar as to the Number of Hours of In-Service Training Attended	79
9	Motivational Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Life Values	82

10	Motivational Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Individual Competencies	87
11	Motivational Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Human Relations	90
12	Motivational Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Management/Agency's Support	94
13	Summary of the Motivational Levels of School Managers	97
14	The t-test for Uncorrelated Means Table to Summarize the Difference on the Perceptions of the Two Categories of Respondents Relative to the Motivational Level of School Managers in the Division of Samar	99
15	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Planning	103
16	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Coordination . .	106
17	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Communication . .	109

18	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Financial Management	113
19	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Material Resources Management	116
20	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Human Resources Management	118
21	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Implementation . .	122
22	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Monitoring and Supervision	125
23	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Evaluation	129
24	Performance Level of School Managers in the Division of Samar as Perceived by the Two Categories of Respondents along Public Relations	132
25	Summary of Performance Level of School Managers	135

26	The t-test for Uncorrelated Means Table to Summarize the Difference on the Perceptions of the Two Categories of Respondents Relative to the Performance Level of School Managers in the Division of Samar	137
27	The Pearson r Table to Summarize the Association of the Performance Level to the Motivational Level of the Educational Managers	145
28	Administrative and Supervisory Problems Encountered by Educational Managers in Their Management of Elementary Schools in the Division of Samar	148
29	Suggested Solutions to the Problems Encountered by Educational Managers in Their Management of Elementary Schools in the Division of Samar	151

L I S T O F F I G U R E S

LIST OF FIGURES

Figure		Page
1	The Conceptual Framework of the Study	13
2	Map of Samar	17