



Level of Work Commitment to Service among Secondary School Administrators in Northern Samar's 2nd Congressional District

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Abstract

This study examined the human relations, work values, and level of commitment to service among secondary school administrators in the 2nd Congressional district of Northern Samar. Utilizing a descriptive correlational research design and a questionnaire, data were collected from 19 secondary school administrator-respondents. The study aimed to profile the public secondary school administrators and investigate the relationships between their human relation practices, work values, and commitment to service in correlation with their respective profiles. Additionally, it sought to identify any differences in human relations, work values, and commitment to service among the secondary school administrators.

The findings revealed that the majority of the respondents were secondary school principals, aged 50 to 59, male, holding a bachelor's degree, with 20 to 24 years of experience, and no additional workload. Secondary school administrators demonstrated a "much practiced" level of human relations in their work and exhibited favorable work values, leading to a strong commitment to service. Significant relationships were found between human relation practices and gender and educational qualification, while work values correlated significantly with age and educational qualification, but not gender, length of service, and designation.

Furthermore, all profile variables, including age, gender, educational qualification, length of service, and designation, significantly influenced the level of commitment to service among the secondary school administrators. Interestingly, the study revealed no significant differences between the perceptions of school administrators and teachers regarding the human relations practices, work values, and level of commitment to service of the administrators.

Overall, this study sheds light on the crucial aspects of secondary school administrators' roles in Northern Samar's 2nd Congressional district, highlighting the importance of fostering positive human relations, reinforcing work values, and maintaining a high level of commitment to service for the betterment of the educational system.

Keywords: Secondary School Administrators, Work Values, Commitment to Service, Length of Service.

1. Introduction

Human relations is a fundamental concept in organizational settings, encompassing sociability, courtesy, and adaptability. It involves more than just being polite; it also entails effectively handling challenging situations, understanding oneself and others, and building strong working relationships even in contentious environments. Proper human relations are

vital for fostering harmonious and productive work environments, which is particularly crucial in school organizations.

In this study, we delve into the complexities of human relations within the context of secondary school administrators. We recognize that school organizations can face numerous challenges due to poor workplace practices, such as the disregard for human dignity and strained relations among school management, teaching staff, and other personnel. This often leads to an increase in administrative cases, marked by negative attitudes, low tolerance, and poor working relationships.

The primary goal of this research is to assess the extent of these issues and their impact on secondary school administrators. Specifically, we aim to evaluate the human relations practices of administrators, their work values, and their level of commitment to service. By examining the relationships and differences between these variables, we hope to shed light on potential areas of improvement and guide efforts towards enhancing human relations within the educational system. Ultimately, our study seeks to contribute to the promotion of a positive and supportive working environment that fosters the growth and success of both school administrators and their organizations.

2. Objectives of the Study

This study aims to achieve the following objectives:

1. To assess the profile of public secondary school administrators in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Educational qualifications
 - 1.4 Length of experience
 - 1.5 Designation
 - 1.6 Additional workload
2. To examine the relationship between human relations practices, work values, and the level of commitment to service among public secondary school administrators and their respective profiles.
3. To investigate the differences in human relations practices, work values, and level of commitment to service among public secondary school administrators.

3. Methodology

This study employed a descriptive normative survey method to provide a comprehensive description of the current status and conditions of profile variables, human relations practices, and commitment to service among secondary school administrators. Additionally, a correlational approach was utilized to examine the relationships between the dependent variables (human relations practices and commitment to service) and the independent variables (profile variables). Furthermore, a test of difference was conducted to compare the responses of the school administrators across the various research variables. Through this methodology, a thorough understanding of the factors influencing human relations and commitment to service in secondary school administrators was obtained.

4. Results And Discussion

Profile of the Respondents:

The study involved 19 public secondary school administrators, and their profiles were examined in terms of age, gender, educational qualification, length of service, designation, and additional workload.

Age:

The data revealed that the majority of the school administrators (42.11%) fell within the age range of 50-59 years old. Additionally, 36.84% were aged between 40-49 years, 15.79% were 60 years and above, and 5.26% were between 30-39 years old. The findings indicate that the school administrators were predominantly in the age range of 40 to 60 years old and above, reflecting a group of mature and experienced individuals responsible for managing their respective schools to achieve educational goals.

Gender:

Most of the school administrators were male, comprising a significant majority of the respondents. This observation aligns with common perceptions that administrative and supervisory positions are often considered attractive to males, possibly due to gender bias and the perception of traditional male leadership traits.

Educational Qualification:

The data demonstrated that the majority of the secondary school administrators had advanced units leading to a master's degree in education. This suggests their commitment to professional growth and development as school administrators, aiming to enhance their effectiveness and increase their chances of promotion. Advanced degrees are often seen as a criterion for career advancement in educational settings.

Length of Experience:

Regarding administrative and supervisory experience, the majority of the school administrators had 25 years of experience or less. Having nearly three decades of experience was noteworthy, as it indicates accumulated knowledge and skills gained through years of practice. More experienced school administrators are expected to possess valuable insights and expertise in their roles.

Designation:

Among the respondents, 63.16% held the position of secondary school principals, while 36.84% were head teachers. The distribution shows that principals were the dominant designation, responsible for the overall administration of their respective schools.

Additional Load:

The data revealed that most school administrators did not have any additional workload, with only two out of the 19 respondents having additional responsibilities. This suggests that the school administrators primarily focused on their administrative and supervisory functions within their respective schools.

Comparison with Previous Studies:

The findings align with the study conducted by Tadeo, which reported that school administrators are typically in their middle age with substantial years of experience. The consistency between the current study and Tadeo's findings reinforces the demographic characteristics of school administrators and their experience levels.

Test of Relationship:

To examine the relationship between human relations practices, work values, and the level of commitment to service of public secondary school administrators and teachers and their profile, multiple regression analysis was conducted.

Human Relations Practices and Profile of Administrator-Respondents:

Table 2 presents the summary results of the relationship between human relations practices and the profile of administrator-respondents. Among the six independent variables studied, two were found to have a significant relationship. Specifically, gender and educational qualification were identified as significant factors, while age, length of service, and designation showed no significant relationship.

Gender emerged as a significant factor, as the F-ratio of 1.08 was greater than the critical F-value of .31. The research hypothesis, which posited a significant relation gap between human relations practices and gender, was confirmed. The coefficient of determination of 5.98 percent indicated that gender accounted for a considerable portion of the variability in human relations practices. This implies that female respondents exhibited higher human relations practices compared to their male counterparts.

Regarding educational qualification, a significant relationship was observed with an F-ratio of 3.73, surpassing the critical F-value of .07. As a result, the null hypothesis was rejected, indicating a meaningful relationship between educational qualification and human relations practices. The coefficient of determination of 18 percent revealed that the variable of educational qualification had a noteworthy influence on the human relations practices of the school administrators. Consequently, higher educational qualifications were associated with better human relations practices.

In contrast, no significant relationships were found between human relations practices and age, length of service, and designation. These findings suggest that these specific profile variables did not significantly impact the human relations practices of the school administrators.

Work Values and Profile of Administrator-Respondents:

Table 3 presents the summary results of the relationship between work values and the profile of administrator-respondents. Among the five independent variables examined, two were found to have a significant relationship. Specifically, age and educational qualification showed significant correlations, while gender, length of service, and designation exhibited no significant relationship.

Age emerged as a significant factor, with an F-ratio of 0.70 surpassing the critical F-value of 0.41. Therefore, the research hypothesis, proposing a significant relationship between age and work values, was confirmed. The coefficient of determination of 3.95 percent indicates that age accounts for a small but noteworthy portion of the variability in work values. This implies that more mature school administrators tend to have more favorable work values compared to their younger counterparts.

Regarding educational qualification, a significant relationship was observed, as the F-ratio of 6.25 exceeded the critical F-value of 0.02. Consequently, the null hypothesis was rejected, indicating a meaningful relationship between educational qualification and work values. The coefficient of determination of 0.26 percent indicates that the variable of educational qualification has a modest influence on the work values of the school administrators.

Therefore, administrators with higher educational qualifications tend to exhibit more favorable work values.

Conversely, no significant relationships were found between work values and gender, length of service, and designation. These results suggest that these specific profile variables did not significantly impact the work values of the school administrators.

In conclusion, the study's findings reveal that age and educational qualification play significant roles in shaping the work values of public secondary school administrators. More mature administrators tend to possess more favorable work values, while those with higher educational qualifications also exhibit positive work values. However, gender, length of service, and designation did not show significant relationships with work values. These findings underscore the importance of age and educational qualifications in influencing work values among school administrators.

5. Conclusion

Based on the major findings of the study, the following conclusions have been drawn:

1. The respondents, primarily male secondary school principals, exhibited characteristics of maturity, extensive educational preparation, and significant experience. This indicates that they were well-qualified and experienced administrators.
2. The school administrators demonstrated strong human relations practices, fostering smooth interpersonal relationships with superiors and fellow staff. They also exhibited favorable work values, including the need for financial security, performing well according to personal standards, and a desire for guidance. Additionally, the school administrators showed a high level of commitment to their roles as school leaders.
3. Several factors were found to influence the human relations practices, work values, and level of commitment to service among the school administrators. Notably, age and educational qualifications played significant roles in shaping these attributes. Other influencing factors included gender, length of service, designation, and additional workload. These findings highlight the importance of supporting administrators in their professional growth through graduate studies, training, and incentives to enhance their performance and commitment.
4. No significant differences were observed between the school administrators' perceptions of their human relations practices, work values, and level of commitment to service. This suggests a general consensus among administrators regarding the importance of these aspects in their roles.

Implications to School Management:

Based on these conclusions, the following implications for school management have been identified:

1. School management should prioritize staff development programs for secondary schools to facilitate the professional growth of administrators and teachers.

Providing opportunities such as scholarships, seminars, and access to educational resources can help enhance their skills and qualifications.

2. Efforts should be made to strengthen human relations, work values, and commitment to service among the school staff. This can be achieved by involving them in decision-making processes, encouraging creativity and autonomy in their work, and recognizing their efforts through both monetary and non-monetary incentives.
3. Recognizing the significant influence of educational qualifications on administrators' attributes, encouraging and supporting them to pursue further educational advancements is essential for sustained improvement.
4. School administrators should serve as role models by demonstrating credibility, sincerity, and hard work. By exhibiting these qualities, they can inspire and motivate teachers to emulate positive work values and foster a high level of commitment to their roles.

In conclusion, understanding the dynamics of human relations, work values, and commitment to service among secondary school administrators is crucial for creating a positive and effective educational environment. By taking appropriate measures to support professional growth and encourage positive attributes, school management can cultivate a more productive and harmonious working atmosphere, benefitting both administrators and teachers alike.