



Assessing Human Relations Practices among Public Secondary School Administrators in the Second Congressional District of Northern Samar

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Abstract

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

The findings revealed that a majority of the respondents¹ were male secondary school principals, aged between 50 to 59 years, holding a bachelor's degree, with 20 to 24 years of experience, and without additional workload. The secondary school administrators demonstrated a high level of human relations practices in their work and exhibited favorable, leading to a strong commitment to service. Notably, significant relationships were observed between human relation practices and gender, as well as educational qualification. Additionally, correlated significantly with age and educational qualification, while no significant relationships were found with gender, length of service, and designation.

Moreover, all profile variables, including age, gender, educational qualification, length of service, and designation, significantly influenced the 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, and commitment to service of the administrators.

Overall, this study provides valuable insights into the roles of secondary school administrators in Northern Samar's 2nd Congressional district. The findings underscore the importance of fostering positive human relations practices, reinforcing favorable, and maintaining a high to service for the betterment of the educational system.

Keywords: Human relations practices, designation, school management, educational system.

1. Introduction

Human relations, a fundamental concept in organizational settings, plays a pivotal role in fostering harmonious and productive work environments. Within the context of school organizations, including secondary schools, the significance of proper human relations cannot be overstated. Unfortunately, poor workplace practices, such as the disregard for human

dignity and strained relationships among school management, teaching staff, and other personnel, can give rise to various challenges and administrative cases marked by negative attitudes and poor working relationships.

This research aims to assess the human relations practices among public secondary school administrators in the Second Congressional District of Northern Samar. The study will delve into the complexities of human relations within the educational setting and explore how administrators handle challenging situations, build strong working relationships, and maintain a positive and supportive working environment.

By evaluating the human relations practices of secondary school administrators, we seek to shed light on potential areas of improvement and contribute to the enhancement of human relations within the educational system. Ultimately, the goal is to promote a conducive and supportive working environment that fosters the growth and success of both school administrators and their organizations.

2. Objectives of the Study

- 1) To assess the human relations practices to service among public secondary school administrators in the 2nd Congressional district of Northern Samar.
- 2) To explore the relationships between human relations practices to service in relation to the profiles of public secondary school administrators.
- 3) To identify any differences in human relations practices to service among public secondary school administrators in Northern Samar's 2nd Congressional district.

3. Methodology

To assess the human relations practices among public secondary school administrators in the Second Congressional District of Northern Samar, a descriptive normative survey method was employed. This approach allowed for a comprehensive description of the current status and conditions of profile variables, human relations practices, and commitment to service among the administrators.

In addition to the descriptive survey, a correlational approach was utilized to examine the relationships between the dependent variables, namely human relations practices and commitment to service, and the independent variables, which comprised the profile variables of the school administrators.

Furthermore, to compare the responses of the school administrators across the various research variables, a test of difference was conducted. This enabled a thorough understanding of the factors influencing human relations practices and commitment to service in secondary school administrators within the specified district.

Through this combined methodology, the study aims to provide valuable insights into the dynamics of human relations practices among public secondary school administrators in the targeted area, paving the way for potential improvements and enhancements in the educational system.

4. Results and Discussion

The study focused on assessing the human relations practices among public secondary school administrators in the Second Congressional District of Northern Samar. The respondents' profiles were examined in terms of age, gender, educational qualification, length of service,

designation, and additional workload to gain insights into the factors influencing human relations practices within the educational system.

Profile of the Respondents:

The majority of the 19 school administrators fell within the age range of 50-59 years old, comprising 42.11% of the sample. 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. This indicates that school administrators were predominantly in their middle age with significant experience in their roles.

Regarding gender, the respondents were predominantly male, aligning with the common perception that administrative and supervisory positions tend to attract male candidates. Furthermore, in terms of educational qualification, the majority of the school administrators had advanced units leading to a master's degree in education, indicating their commitment to professional growth and development.

The length of administrative and supervisory experience was examined, and the findings showed that most school administrators had 25 years of experience or less. Notably, a substantial portion of the respondents had nearly three decades of experience, which is valued for the knowledge and skills gained over the years.

In terms of designation, 63.16% of the respondents held the position of secondary school principals, while 36.84% were head teachers, reflecting the administrative structure within the schools.

Lastly, the data revealed that the majority of the school administrators did not have any additional workload, suggesting that their primary focus was on their administrative and supervisory functions.

Test of Relationship:

To explore the relationships between human relations practices and the profile of the administrators, multiple regression analysis was conducted. Among the profile variables, gender and educational qualification were found to have significant relationships with human relations practices. Female administrators exhibited higher human relations practices compared to their male counterparts. Furthermore, higher educational qualifications were associated with better human relations practices among the administrators. However, age, length of service, and designation did not show significant relationships with human relations practices.

Similarly, the relationships between work values and the profile of the administrators were explored. Age and educational qualification were found to have significant relationships with work values. Administrators in the older age group tended to have more favorable work values, as did those with higher educational qualifications. However, gender, length of service, and designation did not show significant relationships with work values.

Implications:

The findings of this study highlight the importance of gender and educational qualification in shaping human relations practices and work values among public secondary school administrators in the Second Congressional District of Northern Samar. These results can be used to inform school management and policymakers on strategies to promote positive human relations practices and work values among administrators. Providing professional

growth opportunities and incentives to administrators may encourage continuous development and commitment to their roles, leading to improved human relations and work values within the educational system.

Overall, this study contributes valuable insights into the dynamics of human relations practices among public secondary school administrators, emphasizing the significance of fostering a positive and supportive working environment within the educational setting.

5. Conclusion

This study focused on assessing the human relations practices among public secondary school administrators in the Second Congressional District of Northern Samar. The findings shed light on the characteristics, attitudes, and commitment of these administrators, providing valuable insights for school management and policymakers in the educational system.

The respondents, primarily male secondary school principals, exhibited characteristics of maturity, extensive educational preparation, and significant experience, indicating that they were well-qualified and experienced administrators. They demonstrated strong human relations practices, fostering smooth interpersonal relationships with superiors and fellow staff. Additionally, they exhibited favorable work values, including the need for financial security, performing well according to personal standards, and a desire for guidance. These attributes were reflected in their high level of commitment to their roles as school leaders.

Age and educational qualifications emerged as significant factors influencing human relations practices, work values, and commitment to service among the administrators. Other factors, such as gender, length of service, designation, and additional workload, also played roles in shaping these attributes. These findings underscore the importance of supporting administrators in their professional growth through graduate studies, training, and incentives, which can enhance their performance and commitment to their roles.

It is noteworthy that 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 the conclusions drawn from the study, several implications for school management have been identified. 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.

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.

Recognizing the significant influence of educational qualifications on administrators' attributes, encouraging and supporting them to pursue further educational advancements is essential for sustained improvement. 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, this study on assessing human relations practices among public secondary school administrators in the Second Congressional District of Northern Samar offers valuable insights into 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, benefiting both administrators and teachers alike.