

SCHOOL ADMINISTRATORS' SUPERVISORY SKILLS AND TEACHERS' MOTIVATION IN DATU MONTAWAL DISTRICT

Adelaida L. Buday¹, Husna T. Lumapenet²

¹ Teacher I, Department of Education, Matalam Farm Settlement Elementary School, Datu Montawal District, Dungguan, Datu Montawal, Maguindanao, Philippines

² Associate Professor, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines

ABSTRACT

School administrators have been entrusted to oversee and lead the school in order to accomplish the desired outcomes. However, the school administrators focus their attention predominantly on the teachers since they are responsible for carrying out the curriculum through instruction. It is expected that school administrators must stimulate and motivate teachers appropriately to enhance their teaching performance. The general objective of the study is to determine the school administrators' supervisory skills and teachers' motivation in Datu Montawal district. The study employed a descriptive correlation research approach to examine the relationship between teachers' motivation and school administrators' supervisory skills. The questionnaires were administered to 127 teachers in the District of Datu Montawal, Maguindanao. The data were collected and analyzed using descriptive statistics. The study revealed that the school administrators are skilled in terms of instructional supervision; organizational and personal management; planning, assessing and reporting; school plant, resources, and facilities; personal, social growth and professional development; and school, community linkages and public relation. When it comes to the teachers' level of motivation, the result showed that the teachers are extrinsically and intrinsically motivated. For the relationship between the supervisory skills and teachers' motivation, the result showed that among the variables, the instructional supervision has significant relationship with the teachers' intrinsic motivation while the personal, social growth and professional development has significant relationship with the extrinsic motivation of the teachers. The organization and personal management; planning, assessing and reporting teaching learning outcomes; school plant, resources and facilities management; and school, community linkages and public relation have no significant relationship to the teachers' motivation. As for the influence of the administrators' supervisory skills on the extrinsic motivation of the teachers, among the variables the personal, social growth and professional development has a significant influence on the extrinsic motivation of the teachers. Regarding to the influence of the administrators' supervisory skills on the intrinsic, the instructional supervision has a substantial impact on the teacher's extrinsic motivation.

Keyword : School Administrators, Supervisory Skills, Teachers' Motivation.

1. INTRODUCTION

The school administrators are crucial to the objectives of education. They are in charge of managing their schools' overall operations. School administrators should be aware of everything that occurs in the school, thus they have to be active in finding out the teachers' needs, identifying their shortcomings, celebrating their victories, as well as expressing sympathy when they are in pain, they have to be capable in turning plans into reality and the department's vision into reality (Luistro (2010).

The Department of Education provided a list of responsibilities as well as the duties of an administrators, including: supervising all staff members; leading and implementing all school initiatives,

enhancing learning outcomes by means of classroom observation, conducting school-based trainings, and attending seminar-workshops coordinating with other departments for the well-being of all learners and other school personnel. Directs the scheduling of lessons, establishes and allocates the staff's teaching responsibilities, and ensures the correct distribution of educational and other resources. Additionally, it makes arrangement in catering the needs of the learners. ensuring that learning spaces and other educational essentials are readily available. Collaborates and coordinates with the stakeholders and various organizations; arranges, compiles, and submits all school reports to the district supervisor; evaluates the teacher's performance and recommend the most qualified one for promotion; and performs other similar duties (Adriano, 2010).

Nowadays, the most crucial responsibilities of a school administrator is to keep your teachers inspired. Maintaining the motivation of the teachers might be difficult. Excellent instructors are driven to succeed and do their obligations, whether that drive is internal or external. In the context of education, most people believe that teachers are the largest asset for their society and community. Because early childhood students' teachers have the most influence on them, a teacher's motivation both internally and externally can influence a child's future (Ifinedo, 2004).

Given the wide range of duties and supervisory responsibilities that fall under the purview of the school administrator It is in their best interests to hone their supervisory skills if they want to run an effective school system. They can do this through evaluating the teachers' degree of conduct, overseeing numerous activities that they have to complete, and observing how their teachers react to the effectiveness of their supervisory abilities (Yumang, 2010). They must be willing to be open to the need for innovation and continuous program improvement in general. They must be prepared to consider the need for continuing innovation in instructional methods. Due to this, the researcher decided to investigate "School Administrators' Supervisory Skills and Teachers' Motivation in Datu Montawal District."

2. METHODOLOGY

The study employed a descriptive correlation research approach to examine the relationship between teachers' motivation and school administrators' supervisory skills. The questionnaires were administered to 127 teachers in the District of Datu Montawal, Maguindanao. The data were collected with the used of survey questionnaires. Descriptive and inferential statistics were used to analyzed the data.

3. RESULTS AND DISCUSSION

The table 1 illustrates the Correlation matrix showing the relationship of the supervisory skills of the administrators and teachers' motivation.

In terms of Instructional supervision, the data revealed that the correlation coefficient of the spearman rho on the intrinsic motivation was 0.652 with the p-value of 0.040. Based on the result, the p-value is less than 0.05 which indicates that there is a relationship between the instructional supervision and the intrinsic motivation of teachers. This result suggests that it is possible for teachers to record high intrinsic motivational level when led by school administrators with high instructional supervision skills.

However, when it comes to personal, social growth and professional development, the data revealed that the correlation coefficient of the spearman rho on the extrinsic motivation was 0.607 with the p-value of 0.048. Based on the result, the p-value is less than 0.05 which indicates that there is a relationship between the instructional supervision and the extrinsic motivation of teachers. This result implies that it is possible for teachers to record high extrinsic motivational level when led by school administrators with personal, social growth and professional development.

School administrators must be a competent school leader (Hasim, Guiamalon, & Boquia, 2022). Further, teachers who are motivated are possible to have a satisfactory work performance (Mato & Lumapenet, 2023).

Table 1 Correlation matrix showing the relationship of the supervisory skills of the administrators and teachers' motivation

<i>Spearman Rho</i>			
Supervisory Skills		Extrinsic	Intrinsic
Instructional Supervision	Corr. coef.	0.031	0.652*
	Probability	0.740	0.040
Organization and personal management	Corr. coef.	0.054	0.056
	Probability	0.566	0.552
Planning, assessing and reporting teaching learning outcomes	Corr. coef.	-0.041	-0.055
	Probability	0.667	0.563
School plant, resources and facilities management	Corr. coef.	0.020	0.038
	Probability	0.831	0.687
Personal, social growth and professional development	Corr. coef.	0.607*	0.098
	Probability	0.048	0.302
School, community linkages and public relation	Corr. coef.	0.059	0.012
	Probability	0.533	0.896

*Correlation is Significant at 0.05 level

**Correlation is significant at 0.01 level

4. CONCLUSIONS

Based on the findings of the study, it is concluded that the school administrators of Datu Montawal are skilled. Teachers are motivated extrinsically and intrinsically in performing their duties. Further, the instructional supervision has significant relationship with the teacher's intrinsic motivation while the personal, social growth and professional development has significant relationship with the extrinsic motivation of the teachers. In addition, social growth and professional development has a significant influence on the extrinsic motivation and the instructional supervision has a significant influence on the teacher's extrinsic motivation.

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