

COMMUNICATION AND HUMAN RELATIONS SKILLS OF SCHOOL ADMINISTRATORS AS PERCEIVED BY THEMSELVES AND BY THE CLASSROOM TEACHERS

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The Problem

The study aimed to determine the perceptions of school administrators and teachers on the communication and human relations skills of school administrators. The perceptions of school administrators and teachers were compared and also the ratings given by teachers with high and with low educational qualifications. This study was conducted in the first semester of school year 2003 – 2004. It involved 27 school administrators and 104 classroom teachers of twelve school districts in the northern part of the province of Bohol.

Findings

The findings reveal that:

School administrators and teachers perceived that school head “often” used such communication skills on speaking, listening, writing and avoiding communication barriers. Human relations skills were also perceived as “often” carried out by the school heads.

Teachers with high and low educational qualifications had similar perceptions on the communication and human relations skills of school heads.

Teachers and school heads had significantly different ratings on the communication skills of administrators. The teachers gave lower ratings compared to those given by the school heads themselves. Ratings given by both groups on human relations were similar. The ratings of the high EQ and the low EQ teachers did not differ significantly in both communication and human relation skills.

Conclusions

Communication and human relation skills are vital factors that enhance the administrative role of school administrators. As well as improve the skills and competencies of teachers related to teaching and learning process.

Teacher educational qualifications do not influence their perceptions of the skills and competencies of school heads related to communication and human relations.