



DISSERTATION ABSTRACT

Title : PRINCIPALS' PERFORMANCE, TEACHERS' PERFORMANCE AND JOB SATISFACTION AND ACADEMIC ACHIEVEMENT OF GRADE SIX PUPILS TOWARD A DEVELOPMENT PROGRAM

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The study aims to determine the relationship between the administrative performance of principals in the elementary private schools of Cavite and the teacher's teaching performance and job satisfaction to serve as basis for training program.

The study used descriptive-correlational research method utilizing and maximizing some sets of questionnaires and rating scales and data as instruments in analyzing the level and standard of personal and professional qualities of the teachers and the pupils' performance and academic achievement in selected private schools in Cavite.



The purpose of this study is to identify the strengths and areas for improvement of school principals which affects the performance of school teachers which ultimately benefits the students. Through this study, positive areas will be identified which education stake holders can anchor on in coming up with policies and trainings for their schools.

Finally, when all data and information have been gathered, reviewed and analyzed, a specialized professional Development Program have been created and published especially for school principals and teachers. The Training Program will help ensure and improve quality instruction and providing of effective leadership and quality performance of School Principals and Teachers in the Private Schools of Cavite.

This study took into consideration Democratic styles of leadership in schools wherein all school members engage to work as a team in decision making, implementation or monitoring progress and sense of ownership is developed with the participation of all school members. The researcher was able to gather 96 respondent teachers and 16 principals from eight districts of Cavite. It involved sixteen (16) elementary schools where 173 Grade VI pupils were sampled from 96 teachers.

Through a thorough and detailed analysis, data and conclusions have been recorded, determined and analyzed for measuring the administrative performance of principals in the elementary private schools in relation to the teaching performance and their Job Satisfaction.



The Teacher's answers to the survey questionnaires and the academic performance of Grade Six Pupils have been reviewed and analyzed to identify its correlation and relationship to the kind of administrative performance of principals.

As a conclusion based on the findings gathered and drawn by the researcher, Private school educators are young and have less advance education and are in the early years of their career when compared to their public school counterparts. Teachers are most likely single while principals are often married. Principal self-assessment if their own administrative performance is in the very good to excellent level where they perceive themselves as most excellent many factors. Likewise, teacher's assessment of their principal's administrative performance is in the very good to excellent level in many factors as well. There are many strong indicators showing the exemplary characteristics of principals as how they manage the school and the teachers as how they handle and teach Grade VI Pupils.

The main goal of the Development Program will serve as specialized professional development training for school principals and teachers to improve and enhance their performance and skills in managing the school. Most especially, nowadays, schools are facing great challenges in many aspects related to the Pandemic brought about by the effects of COVID-19. Now more than ever, school leaders such as principals and teachers will necessarily need training development programs to equip them with the skills needed to effectively deliver lessons using different learning alternative modes such as online, modular or face to face.