

ABSTRACT

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Key Words: TEACHER, ADMINISTRATIVE SUPPORT, JOB SATISFACTION

Name: YUTONG CHEN

Thesis Title: A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS TOWARDS ADMINISTRATIVE SUPPORT AND THEIR JOB SATISFACTION IN A SECONDARY VOCATIONAL SCHOOL, KUNMING, CHINA

Thesis Advisor: ASST. PROF. DR. YAN YE

The main purpose of this study was to determine the relationship between teachers' perceptions towards administrative support and their job satisfaction in a secondary vocational school, Kunming, China. A total 83 full-time teachers from the selected school were surveyed in this research. The main data collection tool was a questionnaire divided into three parts to examine the teachers' perceptions toward administrative support and their job satisfaction. The researcher used Means and Standard Deviation to analysis the teachers' perceptions toward the level of administrative support and their job satisfaction. Pearson Product Moment Coefficient of Correlation was used to test the relationship between the two variables. The result of this study showed that teachers in the target school perceived high level of administrative support, total mean scored 3.57. The job satisfaction variable mean scored 3.16 in overall, regarded as moderate level. The Pearson Correlation tested the result was .494. Sig. (2-tailed) result was .000, which indicated that there was a relationship between teachers' perception toward administrative support and their job satisfaction.

To develop a positive teacher-principal relationship, administrators in this school were recommended to actively involve into teachers' instruction and program, evaluated

teachers' performance, took teachers' feelings and needs into consideration and provide more effective administrative support. Teachers in this school were suggested that to communicated more with their principal, practiced new instruction method and collaborate with their co-workers.

