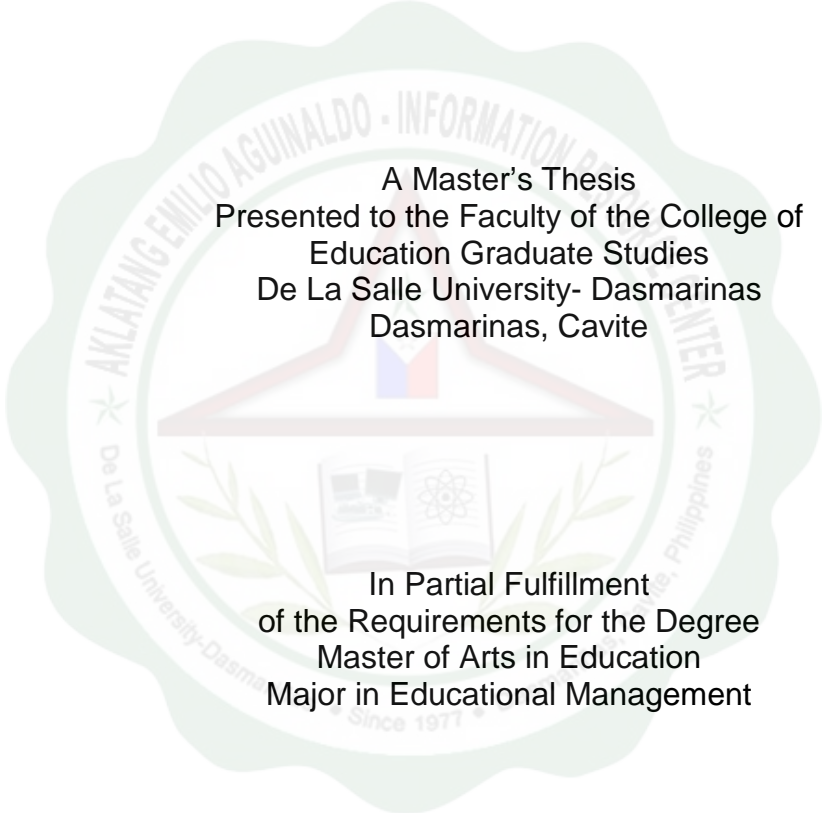


**MANAGEMENT AND LEADERSHIP STYLES
EMPLOYED IN THE DISTRICT
OF AMADEO**



A Master's Thesis
Presented to the Faculty of the College of
Education Graduate Studies
De La Salle University- Dasmariñas
Dasmariñas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management

JANICE D. GASANGUE

OCTOBER 2012

ABSTRACT

Title: **Management and Leadership Styles
Employed in the District of Amadeo**

Author: **Janice D. Gasangue**

Degree: **Master of Arts**

Major: **Major in Educational Management**

Date Completed: **October 2012**

This research aimed to determine the management and leadership styles employed in the District of Amadeo and was confined only to Amadeo District Schools encompassing school year 2012-2013 with all ten schools as respondents with the ten administrators and the one hundred twenty three teachers (123) in the district. Descriptive method was used in this study to gather the management and leadership styles employed in the District of Amadeo.

MAJOR FINDINGS

Majority of the faculty- respondents are 30- 39 years old; female married; bachelor's degree holders, are in the service for 1- 5 years; rank as Teacher 3 with a present salary of 20,000- 24,000, are Christian and LET passers.

There are no significant differences in the management styles practiced by the administrators according to traditional, non- traditional and sergiovannis, therefore, the faculty respondents believed that school administrators are different in their management style.

There are significant differences in the management styles of the school administrators as perceived by the respondents.

CONCLUSIONS

Based on the findings of this investigation, the following conclusions were drawn:

The faculty- respondents are 30- 39 years old; female married; bachelor's degree holders, are in the service for 1- 5 years; rank as Teacher 3 with a present salary of 20,000- 24,000, are Christian and LET passers.

There are no significant differences in the management styles practiced by the school administrators according to *traditional, non-traditional and sergiovannis style of leadership* and there are significant differences in the management styles of the school administrators as perceived by the respondents.

RECOMMENDATIONS

In the light of the findings and conclusions drawn, the following are strongly recommended:

Since very few faculty respondents pursue higher studies as MAEd, faculty respondents should try their best to avail the opportunity to enroll in Masters degree programs to upgrade their educational attainment, rank, knowledge and skills.

School administrators should continue to be flexible and sensitive and understand the needs of others and formulates school rules and regulations with the teachers, involve teachers in planning and scheduling of community school activities and in making decisions and give clear decisions to teachers and give due recognition to teachers who have done some outstanding accomplishments.

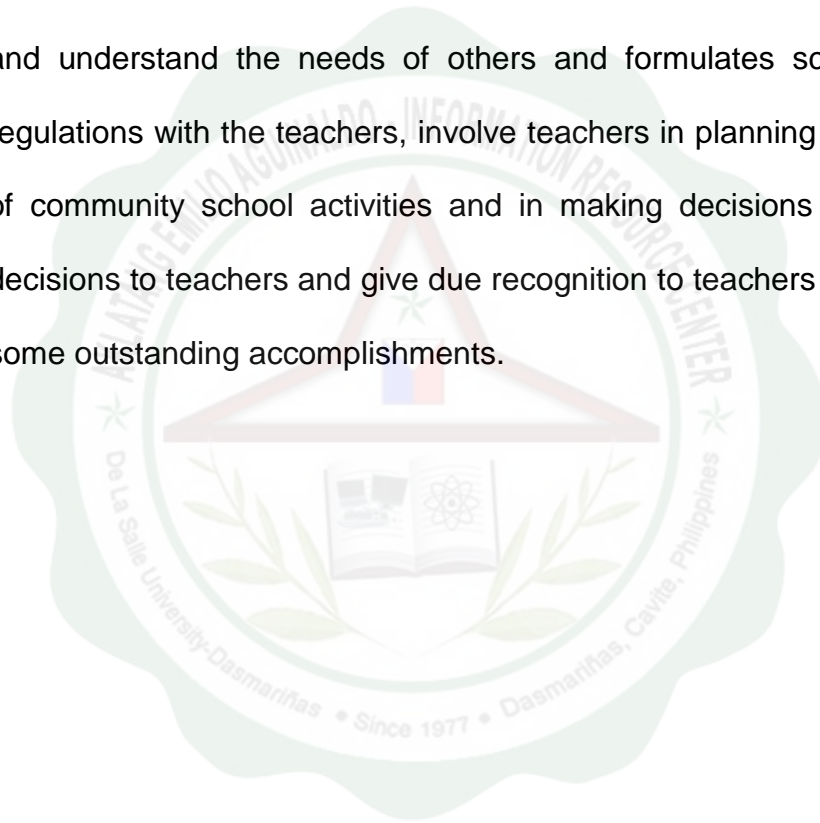


TABLE OF CONTENTS

	Page
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	5
ACKNOWLEDGMENT	6
TABLE OF CONTENTS	9
List of Table/ Tables	12
List of Figure	17
Chapter	
1. THE PROBLEM AND ITS BACKGROUND	
Introduction	18
Theoretical Framework/Conceptual Framework	23
Statement of the Problem	29
Hypotheses	31
Scope and Delimitation of the Study	31
Significance of the Study	32
Definition of Terms	33

2. REVIEW OF RELATED LITERATURE

Conceptual Literature	36
Research Literature	52
Synthesis	56

3. METHODOLOGY

Research Method	60
Population and Sampling	61
Respondents of the Study	62
Research Instruments	62
Validation of the Instrument	63
Data Gathering Procedure	65
Statistical Treatment of Data	65

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Problem No. 1	67
Problem No. 2	75
Problem No. 3	103
Problem No. 4	110

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary	112
Conclusions	122
Recommendations	123

REFERENCES	125
APPENDICES	
A Letter of Request to the Schools Division Superintendent	128
B Letter of Request to the District Supervisor of Amadeo	129
C Letter of Request to the Respondents	130
C Endorsement Letter from Schools Division Superintendent	131
D Faculty Profile Checklist	132
E Questionnaire on Management and Leadership Styles Employed in the District of Amadeo	134
B Curriculum Vitae	144

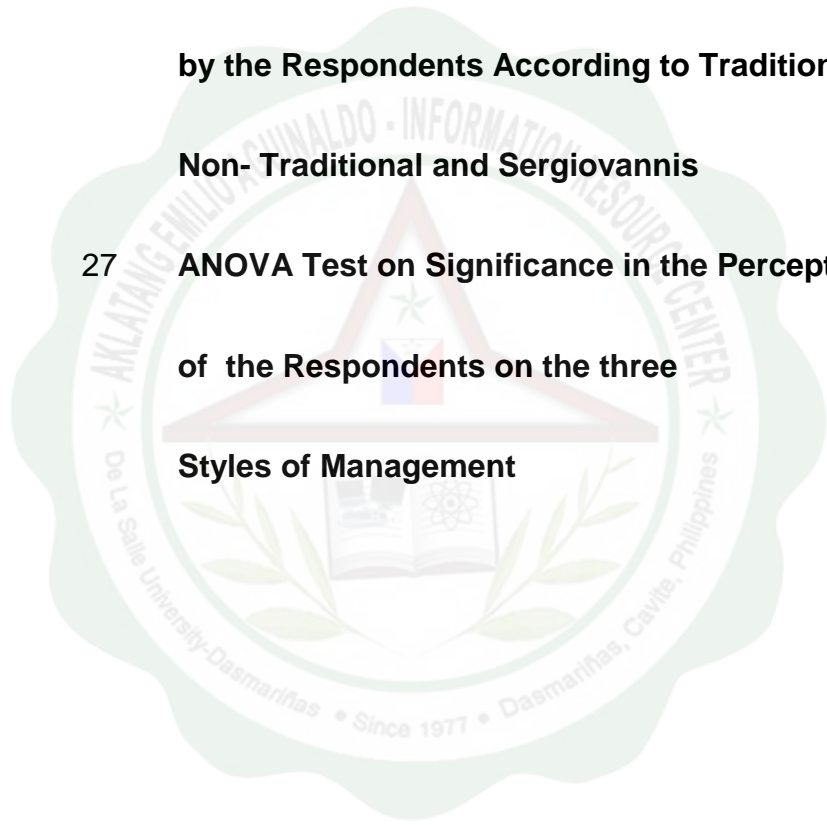
TABLE	PAGE
1 Distribution of Respondents by School	62
2 Profile of the School Administrators	
as to Age	68
3 Profile of the School Administrators	
as to Gender	68
4 Profile of the School Administrators	
as to Civil Status	69
5 Profile of the School Administrators	
as to Board Examination	70
6 Profile of the School Administrators	
as to Religion	70
7 Profile of the School Administrators	
as to Present Salary	71
8 Profile of the School Administrators	
as to Highest Educational Attainment	72

9	Profile of the School Administrators as to Service in Teaching Profession	73
10	Profile of the School Administrators as to Present Rank as a Teacher	74
11	Assessment of the Faculty Members on the Management Styles practiced by the School Administrator Categorized into Democratic	76
12	Assessment of the Faculty Members on the Management Styles practiced by the a School Administrator categorized as Autocratic	79
13	Assessment of the Faculty Members on the Management Styles practiced by the School Administrator Categorized as Laissez- faire	82
14	Summary Table According to According to Democratic, Autocratic, and Laissez- faire under Traditional Styles	85

15	Management Styles of School Administrators as Perceived by the Respondents According to Spectator	87
16	Management Styles of School Administrators as Perceived by the Respondents According to Technician	90
17	Management Styles of School Administrators as Perceived by the Respondents According to jungle Fighter	92
18	Management Styles of School Administrators as Perceived by the Respondents According to Gamesman	94
19	Management Styles of School Administrators as Perceived by the Respondents According Non- Traditional Types	96

20	Management Styles of School Administrators as Perceived by the Respondents According to Transformational	98
21	Management Styles of School Administrators as Perceived by the Respondents According to Transactional	100
22	Management Styles of School Administrators as perceived by the Respondents categorized as Sergiovannis	102
23	Traditional Management Styles Practiced by School Administrators According to Democratic, Autocratic, and Laissez- faire	104
24	Anova Test on Significant Differences in the Management Styles practiced by the School Administrators according to Non-traditional	106

25	Anova Test on Significant Differences in the Management Styles practiced by the School Administrators according to Non-traditional	108
26	Summary Table of School Administrators as perceived by the Respondents According to Traditional, Non- Traditional and Sergiovannis	109
27	ANOVA Test on Significance in the Perceptions of the Respondents on the three Styles of Management	110



LIST OF FIGURES

Figure		Page
1	Conceptual Paradigm	28
2	Maslow's Hierarchy of Needs	45

