

**THE ACCEPTABILITY OF THE DECISION- MAKING MODELS
OF THE SCHOOL ADMINISTRATORS IN SELECTED
PRIVATE SECONDARY SCHOOLS IN UPLAND
CAVITE AND THEIR RELATIONSHIP TO
TEACHERS' PERFORMANCE**

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ABSTRACT

Title of the Research : **THE ACCEPTABILITY OF THE DECISION
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This descriptive study was conducted to find answers to questions through the analysis of variable relationships. It involves hypothesis formulation and testing (Best & Khan, 1998). These methods were used by the researcher to evaluate the ratings of teachers' performance and the acceptability of the decision-making models practice by the school administrators and their relationship to teachers' performance. The conceptual framework evolved from the variables in this study was showed through Descriptive – Co relational Design.

The main sources of data came primarily from the responses of a total of 150 respondents with 38 school administrators and 107 high school teachers. Weighted mean, chi-square, and correlation were used as statistical tools quantify the data.

The study concludes that most of the administrators in selected private secondary schools in upland Cavite are between ages 36 – 40; female; with post-graduate studies; and have 5 years and below administrative experience. The decision-making model practiced by the school administrators in selected private secondary schools in upland Cavite is the classical decision-making model and there is no significant relationship between the decision-making models applied by the school administrators and the variables such as age, gender, highest educational attainment, and years of administrative experience. The level of acceptability of teachers in the different decision making models are acceptable. Moreover, there is no significant relationship between the levels of acceptability of the decision-making model of the administrators on teachers' performances. Based on the findings of this study, the researcher proposed a model named as SLGP Decision-Making Model.

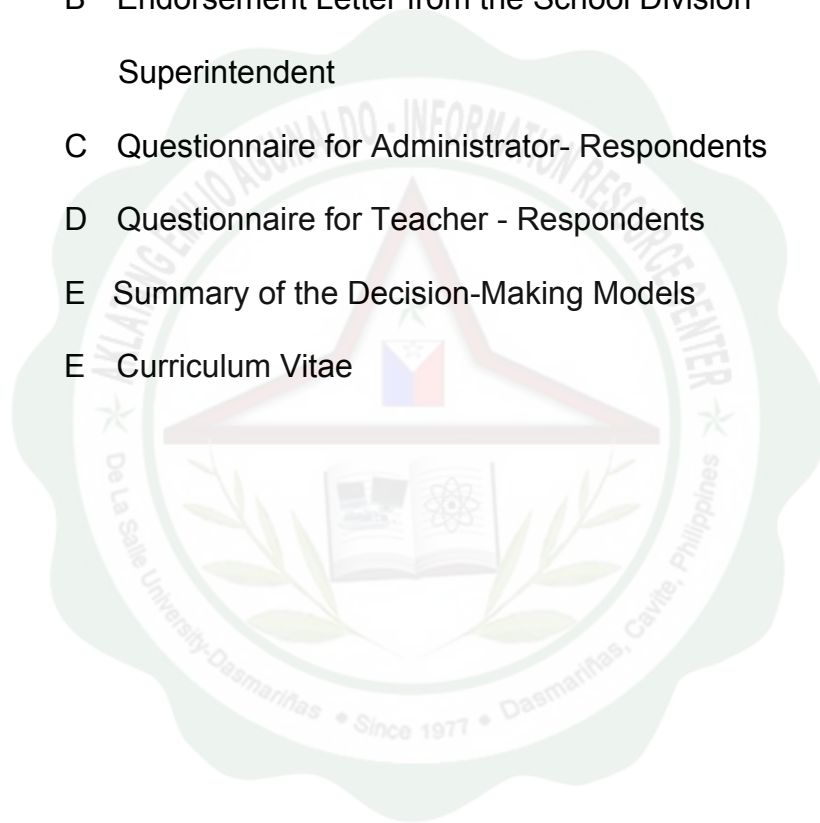
This study hereby recommends the school administrators to upgrade their educational and professional qualification. Even though teachers' performance is very satisfactory regardless of the decision making model they use, post-graduate studies in terms of decision making could help them to decide better. The school administrators should provide a continuous evaluation of the school program and use it as basis for giving technical assistance to teachers to further improve the system and attain the goals of education.

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