



**De La Salle University – Dasmariñas**

**GRADUATE PROGRAM**

**THE MANAGEMENT FUNCTIONS AND STYLES OF  
ADMINISTRATORS AND FACULTY  
PERFORMANCE AT BACOR  
NATIONAL HIGH SCHOOL:  
IMPLICATIONS FOR THE  
SCHOOL'S HUMAN  
RESOURCE  
PROGRAM**

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Education Graduate Studies  
De La Salle University – Dasmariñas  
Dasmariñas, Cavite

In Partial Fulfillment  
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Master of Arts in Education  
Major in Educational Management

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**ABSTRACT**

**Title:** THE MANAGEMENT FUNCTIONS AND STYLES OF ADMINISTRATORS AND FACULTY PERFORMANCE AT BACOOR NATIONAL HIGH SCHOOL: IMPLICATIONS FOR THE SCHOOL'S HUMAN RESOURCE DEVELOPMENT PROGRAM

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The descriptive-correlation method of research was completed in this study to identify the management functions and management styles of the administrators of Bacoor National High School, the teaching performance of faculty and the possible relationship between each of the management functions and faculty performance, and the relationship between each of the identified management styles and faculty performance aiming at a Human Resource Development Program.

There were 900 student-respondents, 45 faculty-respondents, and 3 administrators were chosen using simple purposive stratified random sampling technique. Frequency count, percentage, weighted



mean, mean, rank, F-test, chi-square and correlation were used as statistical tools to quantify the data.

These findings conclude that majority of the faculty respondents are 30-39 years old; female; Bachelor's degree holders are in the service for 1 to 10 years; ranked as Teacher I; are moderately motivated, and had attended more trainings and seminars in the Division Level. The administrators assessed the extent of their management functions as Very Satisfactory while the faculty respondents rated them as Satisfactory. Majority of the respondents believe that the school administrators practiced the democratic management style as perceived by the respondents. The student-respondents rated the faculty member as Very Satisfactory in their teaching performance. The school administrators and the faculty respondents do not differ in their assessment of the management styles practiced by the school administrators. The age of the faculty respondents do not affect their assessment of the management functions of the school administrators except in organizing. Gender affects the assessment of the faculty respondents particularly in planning and leading. Highest Educational Attainment affects the assessment of the faculty respondents in planning and controlling. Years in service; faculty rank, and seminars attended do not influence the assessment of the faculty respondents on the management



functions of administrators except in leading as to years in service and seminars attended. Level of motivations and trainings attended influence significantly the assessment of the faculty respondents on the management functions of their administrators except in planning. The management functions of the school administrators influence the teaching performance of the faculty respondents. Management Styles of the school administrators are not related to the faculty profile characteristics except their educational attainment. The management Styles of the school administrators influence the faculty respondents' teaching performance. The Human Resource Development Program is proposed by the researcher.

This study thereby recommends the faculty members to pursue their Master's degree Program to upgrade their educational attainment, rank, knowledge, and skills. School administrators should develop more rapport with the faculty members as they practice their identified management styles, and functions to increase faculty members' level of motivation. More opportunities for regional and national trainings and seminars should be offered to deserving faculty members to enrich their professionalism. Teaching performance of faculty members should be enhanced by an enrichment program that would cater to their desire and need to upgrade their teaching competencies and better understanding of their school administrator's management styles and



functions. Similar studies can be done along the areas of management functions and styles of school administrators and faculty members' expectations of the school administrators and a Proposed Human Resource Development Program is recommended for adoption.

Human Resource Program, prepared and submitted by Mylene C. Cuevas in partial fulfillment of the requirements for the degree Master of Arts in Education major in Educational Management has been examined and is recommended for acceptance and approval for the award of a degree.



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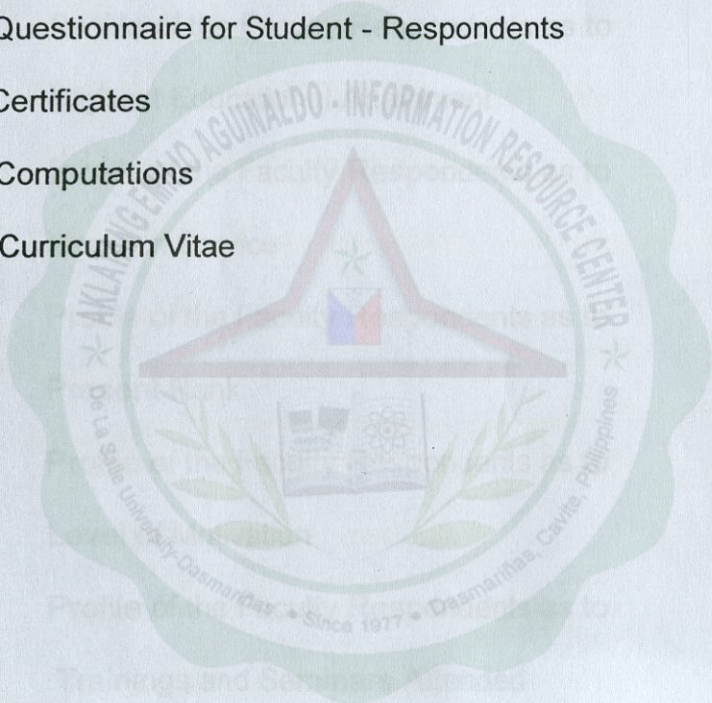
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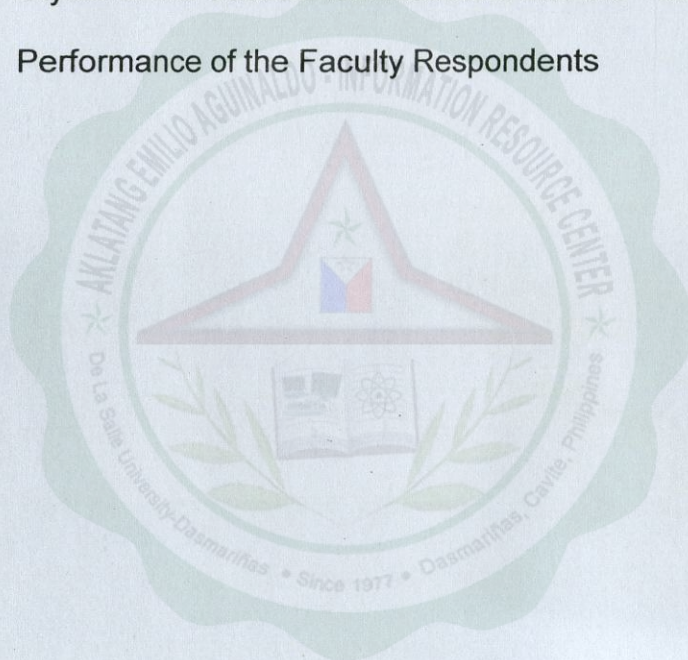
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