

**AN EVALUATION OF THE EXTENT OF ACCEPTABILITY OF  
LEADERSHIP FUNCTIONS OF SCHOOL MANAGERS:  
BASIS FOR A PROPOSED MANUAL FOR  
PAROCHIAL SCHOOL DIRECTORS**



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**ABSTRACT**

Name of Institution : **De La Salle University – Dasmaringas**

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Title : **An Evaluation of the Extent of Acceptability of Leadership Functions of School Managers: Basis for a Proposed Manual for Parochial School Directors**

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This study evaluated the level of acceptability of leadership functions of school managers that was made the basis for coming up with a proposed manual for parochial school directors.

Specifically, the study sought to answer the extent of acceptability of the Cavite-Diocese Parochial Schools Association (CADIPSA) leadership functions of school managers in terms of planning, leading, organizing, controlling and monitoring. The study tried to establish whether there was a significant difference in the evaluation of the respondents with

respect to the identified roles and if this difference existed when the respondents were grouped according to location and teaching levels.

Respondents to this study were 350 faculty members from all the upland and lowland parochial schools in the Diocese of Imus across preschool and basic education levels. Included also were the 17 principals of the 18 schools.

This research made use of the quantitative descriptive design anchored on a pre- judgment framework of Input-Process-Output.

Results showed that there is a very high level of acceptability of the roles and functions of school directors as identified by CADIPSA and those culled from literature. The roles were also perceived as essential to school management of parochial school directors with the Planning roles getting the highest mean of 4.48 and the Leading roles the least mean at 3.37.

The study shows that there is no significant difference in the evaluation of the respondents when grouped according to principals and faculty in the two functions of Leading and Organizing. However, there is a significant difference in the evaluation of the principal and faculty pertinent to this function of school management.

There is no significant difference also when respondents were grouped according to location and teaching level.

The study concludes that the functions and roles of school managers as identified in the instrument are highly acceptable and are perceived essential by the respondents.

The study recommends that although the results reveal that the respondents accept the roles identified in the instrument as Input variable in the conceptual framework, there is a need to go through the identified roles one by one to sort out those items that may overlap with the role of the principal and prioritize those that would allow the parochial school director to perform macro management and relegate the micro management functions to the principal.

