

**THE MANAGEMENT STYLES AND PROCRASTINATION TENDENCIES
OF THE SCHOOL ADMINISTRATORS AND THEIR EFFECTS
ON THE PERFORMANCE OF TEACHERS
IN THE DISTRICT OF ALFONSO**

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ABSTRACT

Title: **The Management Styles and Procrastination Tendencies of the School Administrators and Their Effects on the Performance of Teachers in the District of Alfonso**

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The study evaluated the management styles and procrastination tendencies of the school administrators and their effects on the performance of teachers in eighteen (18) public elementary schools in the district of Alfonso. The research study utilized the descriptive study following an adaptation of Best and Khan as mentioned by De La Cruz (2006). There were two groups of respondents composed of the administrators and teachers in the study. The research instrument used in this study was prepared based on the-Measure Your Procrastination survey - the tool was established by Professor Piers Steel, Associate Professor of Haskayne School of Business, University of Calgary, Calgary, Alberta, Canada. The evaluation tool on management styles was based on

the studies of Agustin (2002), Carrique (2001) and Maxwell (2000) studies and researches. The corrections, suggestions and comments made by the validators regarding the items in the questionnaire were considered for the final draft.

Findings show that the respondents agreed that all the management styles are practiced by the administrators. The data indicated that no one right way to lead or manage that suits all situations. Instinctively, respondents switch between styles according to the people and work they deal with. The administrators practice high level decisional procrastination, They have been found out to be very high in finding an excuse for not doing something as perceived by themselves whereas, the teachers perceived them as very high in finding an excuse for not doing something and stopping when get tired for unpleasant job, they are moderate in looking for loophole or shortcut to get through a task as perceived by themselves and by the teachers. In consideration with the studies of Steel (2008), people who procrastinate are most likely afraid of errors, with low self-confidence, lack of self-knowledge and are likely to be perfectionist.

Furthermore, replication of this research may be undertaken by other researchers to develop another tool for performance evaluation for administrators and teachers along this area especially on the aspects where the present study is limited.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
APPROVAL SHEET	2
ABSTRACT	3
ACKNOWLEDGEMENT	5
TABLE OF CONTENTS	9
LIST OF TABLE/TABLES	12
LIST OF FIGURE	14
CHAPTER	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	15
Conceptual Framework	16
Statement of the Problem	21
Hypothesis	23
Scope and Delimitation of the Study	24
Significance of the Study	25
Definition of terms	26

2	REVIEW OF RELATED LITERATURE	
	Conceptual Literature	29
	Research Literature	44
	Synthesis	54
3	METHODOLOGY	
	Research Design	60
	Population and Sampling	61
	Respondents of the Study	62
	Research Instrument	68
	Validation of the instrument	69
	Data Gathering Procedure	69
	Statistical Treatment	70
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
	Problem No. 1	73
	Problem No. 2	78
	Problem No. 3	79
	Problem No. 4	81
	Problem No. 5	82
	Problem No. 6	87
	Problem No. 7	92
	Problem No. 8	93

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary	96
Conclusions	99
Recommendations	102
REFERENCES	105
APPENDICES	
A Letter of Request to Peirs Steel- Procrastination Survey	109
B Letter of Approval From Piers Steel-Procrastination Survey	110
C Request to the School Division Superintendent	111
D Approved Letters of Request from the School Division Superintendent	113
E The Instrument	114
F Certification of Validation of Research Instrument	122
G Certification from the Statistician	123
H Certification from the Editor	124
I Curriculum Vitae	125

LIST OF TABLES

TABLE	PAGE
1	61
Distribution of Administrator and Teacher Respondents of the Study	
2	63
Profile of Administrators and Teachers in Terms of Age	
3	64
Profile of Administrators and Teachers in Terms of Gender	
4	65
Profile of Administrators and Teachers in Terms of Civil Status	
5	67
Profile of Administrators and Teachers in Terms of Rank	
6	66
Profile of Administrators and Teachers in Terms of Educational Attainment	
7	71
Rating Scale for Management Styles and Procrastination Tendencies	
8	76
Management Styles of Administrators as Perceived by Themselves And the Teachers	
9	79
Procrastination Tendencies of the Administrators as Perceived By Themselves and the Teachers	
10	81
Procrastination Tendencies of the Administrators as Perceived by Themselves and the Teachers	
11	82
Significant Relationship between Management Styles and Procrastination Tendencies as perceived by themselves and the Teachers	

12	Management Styles of the Administrators in Terms of Age	83
13	Management Styles of the Administrators in Terms of Gender	84
14	Management Styles of the Administrators in Terms of Civil Status	85
15	Management Styles of the Administrators in Terms of Rank	86
16	Management Styles of the Administrators in Terms of Educational Attainment	87
19	Procrastination Tendencies of the Administrators in Terms of Age	88
20	Procrastination Tendencies of the Administrators in Terms of Gender	89
21	Procrastination Tendencies of the Administrators in Terms of Civil Status	90
22	Procrastination Tendencies of the Administrators in Terms of Rank	91
23	Procrastination Tendencies of the Administrators in Terms of Educational Attainment	92
24	Relationship Between Management Styles and Procrastination Tendencies as Perceived by the Teachers	93
25	Effect of Management Styles and Procrastination Tendencies Of Administrators to Teachers Performance	95

FIGURE

FIGURE

PAGE

1 The Paradigm of the Study

20

