

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**

Author: Josefa Varias Gatdula

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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.