

**THE EFFECTS OF THE LEADERSHIP STYLES, ADMINISTRATIVE
AND SUPERVISORY PRACTICES TO THE PERFORMANCE
OF THE FACULTY MEMBERS OF THE SELECTED
SCHOOLS IN UPLAND CAVITE
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ABSTRACT

Title of the Research: **THE EFFECTS OF THE LEADERSHIP STYLES, ADMINISTRATIVE AND SUPERVISORY PRACTICES AND PERFORMANCE OF THE FACULTY MEMBERS OF THE SELECTED SCHOOLS IN UPLAND CAVITE, SCHOOL YEAR**

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This study used a descriptive analysis and correlation method of research to find out the effects of the leadership styles, administrative and supervisory practices to the performance of faculty members in selected private sectarian schools in upland Cavite, School Year 2007-2008. The main sources of data came from the responses of 72 respondents composed of 12 school administrators and 60 teachers. Purposive sampling was used in the selection of the respondent-schools. The statistical tools used were percentage, mean, weighted mean, ranking, chi-square and t-test.

Questionnaire adopted from the study of Rodriguez (2006) and Performance Appraisal System for Teachers (PAST) were the main instrument of the study.

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The findings from the study showed that the highest number of administrators' age ranged from 26 to 30 years old, with the highest educational attainment of BSE/ BSEE with MA Units with five (5) years and below in service as school administrators and mostly had attended related special trainings of 10 years and above. Predominantly, school administrators were perceived by both groups of respondents practicing democratic leadership style. With regard to the supervisory practices both the teachers and school administrators themselves were perceived as excellent. Leadership styles, administrative, and supervisory practices of the school administrators were significantly influenced by highest educational attainment, experience in years as administrators and related special training with computed X^2 values of 3.36; 9.73; and 8.00 respectively which were greater than their critical values at 0.5 and .01 levels of significance. Majority of the teacher-respondents had outstanding performance which were affected by the leadership styles, administrative and supervisory practices of the school administrators with X^2 values of 16.16.0261; b7.16; and 19. 19.7915 respectively.

The study concludes that leadership styles, administrative and supervisory practices of the school administrator influenced a great deal the

teacher's performance. This study hereby recommends that school administrator should attend related special trainings on leadership, school management, and development of instructional competence and should attend and finish their masteral degree or even go beyond what is required. In as much as administrative and supervisory practices affect teacher's performance, administrators should be flexible enough to adapt to the teacher's level of maturity.

