

ABSTRACT

Name of Institution: De La Salle University-Aguinaldo

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TITLE: The Level of Administrative Performance of Public Secondary School Administrators, as Perceived by Themselves and their Secondary School Teachers in the Division of Cavite Province, School Year, 1994-1995.

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OBJECTIVES:

A. GENERAL:

Determine the administrative level of performance of public secondary school administrators as perceived by themselves and by secondary school teachers in the Division of Cavite

B. SPECIFIC:

1. Establish the profile of secondary school administrators in term of a) educational qualifications, b) length of service as

administrator and c) size of instructional staff

2. Find out the administrators' perception of their own level of performance in terms of their functions

3. Find out the secondary teachers' perception of their administrators' performance

4. Determine the differences in administrative performance as perceived by the administrators themselves when they are grouped accordingly to a) educational qualifications, b) length of service as administrator and c) size of instructional staff

5. Determine the differences in their administrative performance as perceived by the teachers when they are grouped according to a) educational qualifications, b) length of service as administrator and c) size of instructional staff

6. Determine the difference between the perceptions of the administrators and their teachers on the administrative performance of the former when each is taken as a whole group

**SCOPE AND COVERAGE:**

This study involved 37 public schools with their 37 principals and 30% or (432) of their teachers as respondents.

**METHODOLOGY:**

The descriptive method of investigation was used in this study. It determined the administrative performance of the school heads as perceived by the administrators themselves and their respective teachers using 2 validated questionnaires on the functions of the former. Likewise it explored the relationship of the administrators' performance to their educational qualifications, length of service as administrator, and size of their instructional staff. The data on these subvariables were taken from official records contained in DECS annual statistical bulletins and other official personal documents. To answer specific questions and to test the hypotheses, the mean, F-test and Pearson r were used.

**MAJOR FINDINGS:**

1. Out of the 37 administrators, 1 is a doctoral degree holder, 6 master's degree, 26 BSE and 4 BS other courses.

2. Their length of service as administrator ranged from 8 months to 45 years with the most number in the 6-20 years groups.
3. The size of instructional staff ranged from 5 to 179 teachers, with 15 small schools (5-19 teachers) 12 medium schools (20-39 teachers) and 10 big schools (40-179 teachers).
4. The administrators and teachers perceived the administrative performance of the former as very satisfactory.
5. There were no significant differences in the administrators' performance when they were grouped according to the subvariables as rated by themselves and their teachers.
6. There was no difference between the perceptions of the administrators and teachers regarding the former's performance during the period covered by the study.

CONCLUSIONS:

1. Most of the public secondary school administrators were bachelor's degree holders with an average of 10 years as school heads and an average of 39 teachers.
2. The administrators were effective and efficient

managers in terms of their five functions.

3. The administrators' performance were not affected by the subvariables investigated.
4. The administrators own ratings and those of their teachers did not differ.

**RECOMMENDATIONS:**

1. Candidates for administratorship should pursue professional growth to upgrade their competencies through attendance in graduate school studies and in-service trainings.
2. Scholarships should be provided by school authorities to deserving administrators.
3. Similar studies may be undertaken to investigate other factors that could affect administrators' performance.