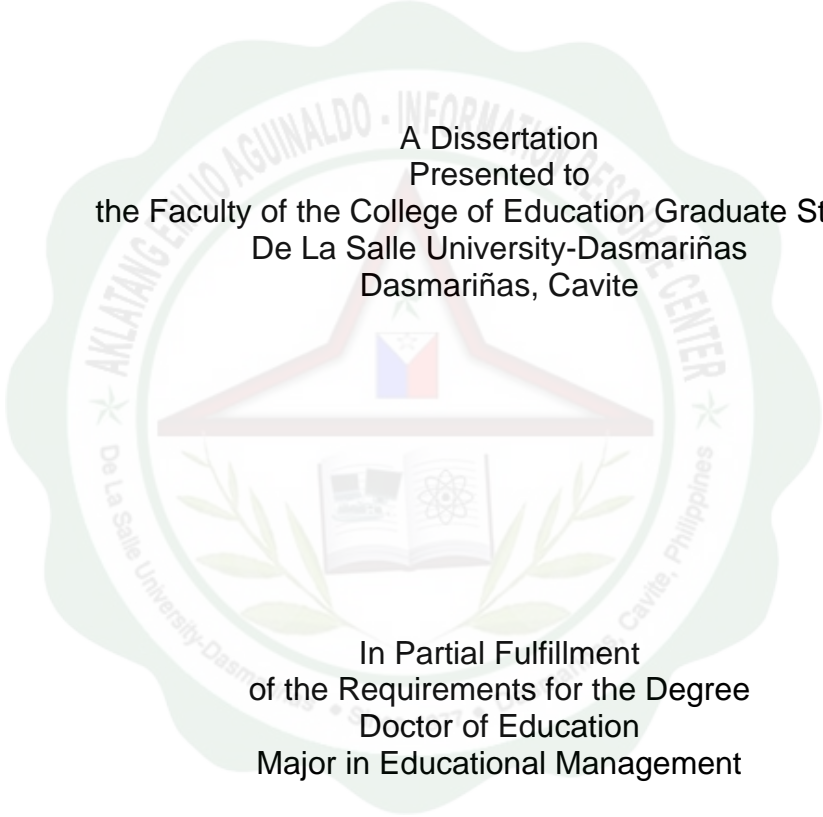


FACTORS ASSOCIATED WITH THE PERFORMANCE OF
ELEMENTARY SCHOOL HEAD TEACHERS TOWARDS
FORMULATING A PROPOSED SCHOOL- BASED
MANAGEMENT PROGRAM (SBMP)



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ABSTRACT

Title of the Research: FACTORS ASSOCIATED WITH THE
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This descriptive study was conducted to find out the different factors associated with the administrative and supervisory performance of elementary school head teachers in the Division of Cavite for the School Year 2007-2008. Specifically, it sought to find out the relationships of self concept, organizational commitment and demographic profiles with the aforementioned performance of head teachers.

The study involved all the 76 head teachers in the Division of Cavite and 457 teachers under them.

Adopted questionnaires were utilized to determine the head teachers' self-concept, organizational commitment and their administrative and supervisory performance. Likewise, frequency counts, percentages, means, and weighted means were used in order to find out the profiles of

head teachers. The t-Test and F-Test or One-Way Anova were also used to find out the factors that were associated with the head teachers' administrative and supervisory performance.

Findings showed that demographic profiles such as civil status and educational attainment were very well related to the administrative performance of elementary head teachers. Those who were single and with higher educational attainment performed better in the performance of their administrative functions. Among the five administrative functions, planning was rated by teachers and head teachers as the lowest. Likewise, head teachers' self-concept and organizational commitment also affect their performance in administration. Among the five variables rated under self-concept, leadership and competence were assessed by teachers and head teachers as the lowest. In general, variables under self-concept were strongly related to the administrative performance of head teachers. Those with excellent self-concept had also excellent administrative performance.

In addition, organizational commitment also influences the administrative performance of head teachers. Those with higher level of organizational commitment performed their administrative functions better than those with lower level of organizational commitment. In general, head teachers had a slightly high level of organizational commitment.

Factors that were associated with the supervisory performance of head teachers were demographic profiles, specifically, age, gender, civil

status, and educational attainment. Those who were older perform their supervisory functions better than those who are younger. Male head teachers also performed their supervisory functions better than their female counterparts. Likewise, single head teachers also performed better their supervisory functions than married head teachers. On the other hand, those head teachers with higher educational attainment also performed their supervisory functions better than those with lower educational attainment. Among the six supervisory functions, programming of school activities was rated by teachers and head teachers as the lowest.

On the other hand, self-concept was associated with the supervisory performance of head teachers. Head teachers with higher level of self-concept had also a higher level of supervisory performance. Among the five variables rated under self-concept, leadership and competence had the lowest rating.

Lastly, those head teachers with higher level of organizational commitment had also higher level of supervisory performance

The factors identified above served as the basis for a proposed School-Based Management Program.

It is recommended therefore, that those who are younger, female, married and with lower educational attainment should attend more seminars and in-service training to further improve and regain their

positive self-concept and organizational commitment. In the rating of the performance of head teachers, level of self-concept and organizational commitment could be included in the criteria for their evaluation. Intensive monitoring and evaluation of their performance should be done regularly.

The proposed School-Based Management Program could be implemented and evaluated after two years of implementation.

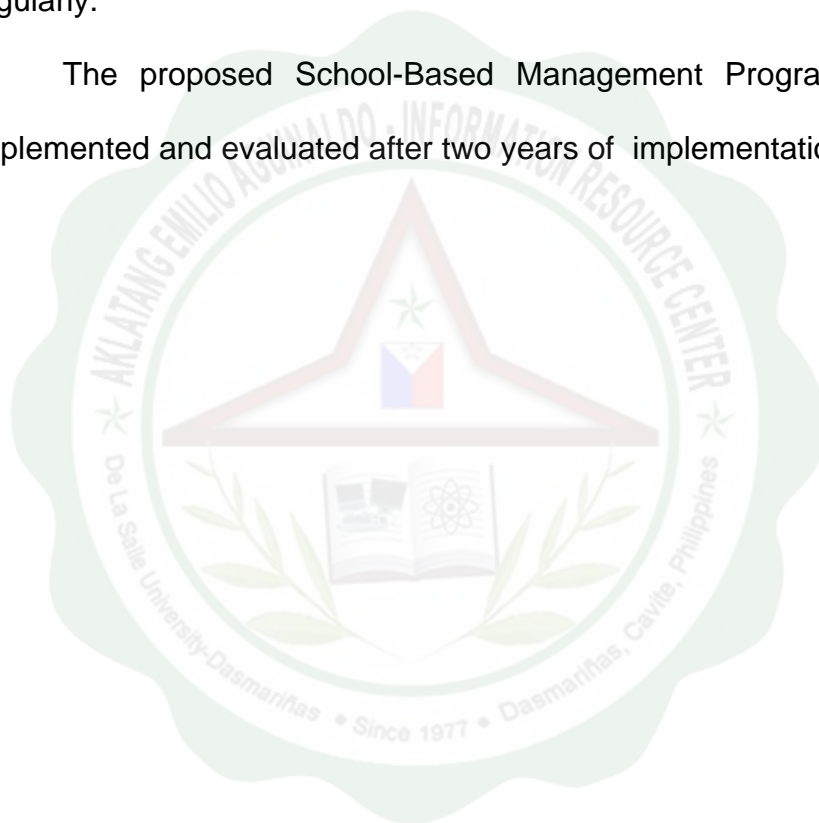
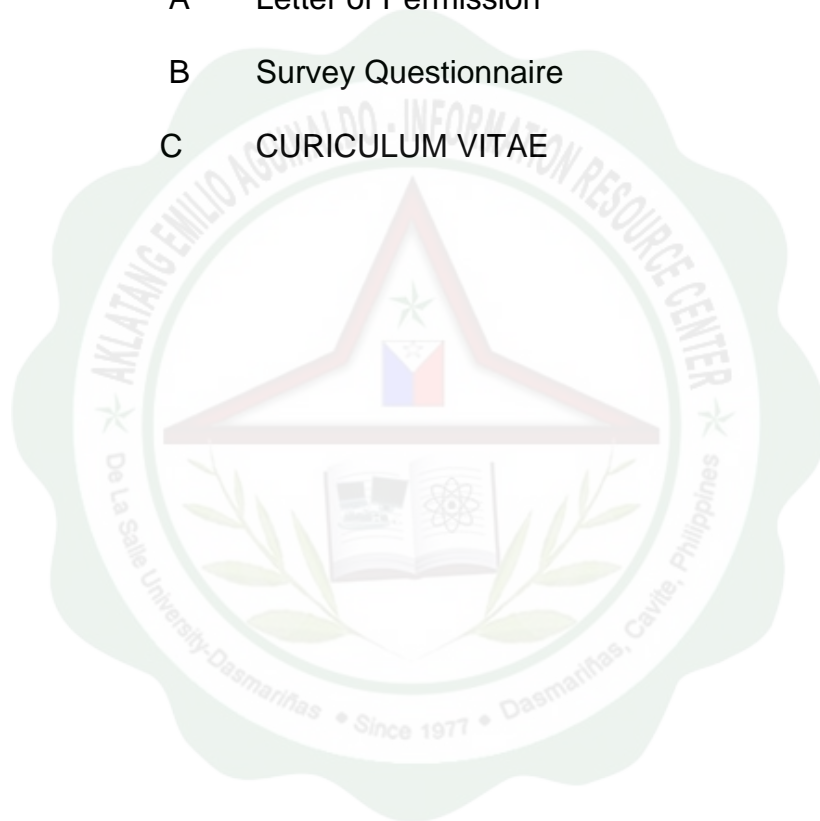


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