

INTERPERSONAL VALUES AND DECISION-MAKING BEHAVIOR OF
THE PRIVATE SECONDARY SCHOOL ADMINISTRATORS
IN THE DIVISION OF CAVITE

Thesis

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ABSTRACT

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Summary

This study sought to determine the most important interpersonal values and prevailing decision-making behavior of the private secondary school administrators.

Specifically, it aimed to answer the following questions:

1. What are the interpersonal values of the private secondary school administrators in the Division of Cavite?
2. Are there significant differences among their interpersonal values?
3. What is the decision-making behavior of the private secondary school administrators as perceived by a) their teachers and b) themselves?
4. Is there significant difference between the administrators and their teachers' perception on their decision-making behavior?
5. Are there significant relationships between interpersonal values and the decision-making behavior of the administrators?

The results of this study could be of use to both administrators and classroom teachers. More importantly to the administrators for this could be used as a source of information that could help them in coping with problems. Findings of this study could also be used to develop better relationship among teachers to a more conducive school environment.

On the result of the interpersonal values, administrators would find them valuable for these could help develop a deeper sense of awareness of their own set of interpersonal values and attitudes and could lead to better understanding of their roles in school.

Results of this study would also serve as feedback for administrators on their decision-making behavior and could enable them to reassess their styles for more sound and effective decision-making techniques.

Findings on the relationships of interpersonal values and decision-making behavior would contribute to some areas which needs development and lead to the review of some vital aspects of education.

Lastly, this study could be a helpful reference to other researchers who maybe interested in the same area or even encourage others to conduct similar studies in as much as very few on this study has been made to date.

Methodology

This study utilized the descriptive survey method of research, using the SRA Survey of Interpersonal Values and the Opinionnaire for Decision-Making Behavior.

Three hundred ninety three secondary teachers representing fifty percent (50%) of the approximate total number of teachers in thirty one private secondary schools and thirty one private school administrators were used.

Data Analyses

1. The mean of percentile score was used to determine the interpersonal values of the administrators in the Division of Cavite.

2. The F-test or One Way Anova was used to test the significant differences among the administrators interpersonal values.

3. Weighted mean was employed to determine the decision-making behavior of the administrators as perceived by their teachers and themselves.

4. The t-test of independent means was used to determine the significant difference between the perception of the two groups of respondents on the administrators' decision-making behavior.

5. The F-test or One Way Anova was again used to determine the significant relationships of the

administrators' interpersonal values and decision-making behavior of the administrators.

Findings

1. The private secondary school administrators perceived the interpersonal in descending order from the most important to least important as follows: Conformity (High), Benevolence (High), Independence (Average), Leadership (Average), Support (Low) and Recognition (Low).

2. The differences among the interpersonal values of the administrators were found to be highly significant. The Duncan Multiple Range Test (DMRT) was also used to determine where the specific differences lied. The finding revealed that significant differences lied in all interpersonal values.

3. The general perception of the private secondary school administrators on their decision-making behavior is persuasive. The teachers' perception of their administrators' decision-making behavior concurred with that of their administrators.

4. There was no significant difference found between the administrators' perception and their teachers' perception on their decision-making behavior. Both agreed that the administrators decision-making behavior is persuasive.

5. There were no significant relationships found between the interpersonal values and the decision-making behavior of the administrators.

Recommendation

The following are strongly recommended:

1. Activities such as seminars, workshops, dialogues and if possible, retreats should be conducted to strengthen the values that need assessment and development such as recognition and support. In the existence of professional organizations, interpersonal values and decision-making behavior of members should be given importance in discussions.

2. It appeared autocracy still exist in the present educational system, therefore, administrators should constantly conduct dialogues with teachers so that better relationship can be attained and maintained.

3. Teacher empowerment should be gradually done in schools to give teachers greater opportunity to participate in the decision-making process.

4. Not only administrators should possess desirable interpersonal values, hence, Survey of Interpersonal Values or other similar tests should be given to teacher-applicants.

5. For future researchers on the topic, to include demographic factors such as age, sex, educational attainment and experience in determining the administrators decision-making behavior.

6. In relation to this study, future researchers may develop an instrument that will reveal the preferred decision-making behavior of teachers.

