

# DE LA SALLE UNIVERSITY

ANALYSIS AND PREDICTION OF TEACHERS' PREFERRED  
STYLES OF SUPERVISION IN THE THREE M.I.C.  
SCHOOLS; SCHOOL YEAR 1988 - 1989

PERROS

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by

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## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Chapter presents the summary of the findings that served as a basis for conclusions and recommendations.

With a view of analyzing and predicting, the teachers' preferred styles of supervision in the three MIC Schools and with the hope of offering MIC School Administrators useful information that would help them in decision making with regards to supervisory program, the present study set out to investigate the teachers preferred supervisory styles. Specific questions were raised such as:

1. a. What is the demographic profile of the teachers of the three M.I.C. schools?  
b. What is their personality profile?
2. a. In the three M.I.C. schools, what is the most preferred style of supervision among the teachers?  
b. What is the least preferred style of supervision among the teachers?
3. What is the relation between the teachers degree of preference for each of the super-





visory styles: traditional, laissez-faire, human relations, democratic, clinical supervision and the following related variables taken singly and in combination:

- 3.1 age
  - 3.2 civil status
  - 3.3 educational attainment
  - 3.4 number of years of teaching experience
  - 3.5 department level belonging to
  - 3.6 socio-economic status, and
  - 3.7 personality type
4. Which of the aforementioned individual variables are the best predictors of the teachers' preferred supervisory style?

#### Hypothesis

There is no significant relationship between the teachers' degree of preference for each of the following variables taken singly and in combination:

1. age
2. civil status
3. educational attainment
4. number of years of teaching experience
5. department level belonging to



6. socio-economic status, and
7. personality type

#### Research Method

The study utilized the descriptive analytical and correlational method of research to determine the demographic profile of the teachers and the relationships between the five supervisory styles: traditional, laissez-faire, human relations, democratic, clinical with the independent variables namely: age, civil status, educational attainment, years of teaching experience, department level, SES and personality type.

#### Nature and Sources of Data

Demographic data of the teachers of the three M.I.C. Schools were gathered through a questionnaire. Data on the teachers' personality profile were gathered from the results of the standardized test on personality type indicator designed by Myers Briggs, while the extent to which the teachers' preferred supervisory style were ascertained from their responses to a survey questionnaire designed by the researcher.

#### Subjects of the Study

Subjects of the study were the 157 teachers presently teaching in the three M.I.C. Schools for the



school year 1988-1989. The distribution of the subjects were shown in Table 1.

### Instrumentation

For the present study, one standardized test and one questionnaire designed by the researcher were used. The standardized test measured the personality type of the teachers. The questionnaire constructed by the researcher purported to gather data on the extent of the teachers' preferred supervisory styles and their SES profile.

### Statistical Treatment

Multiple correlation was utilized as an analytical tool to determine if there were significant relationships between the teachers demographic factors and the five supervisory styles. Multiple regression through stepwise regression was utilized to predict the teachers' preferred supervisory styles. The researcher availed of the services of Statistical Assistance for Research (STAR) of Fr. Luke Moortgat, Ph.D.

### Testing

The following hypothesis was tested. There is no significant relationship between the teachers' degree of preference for each of the following supervisory styles: traditional, laissez-faire, human relations, democratic,



clinical and the following variables taken singly and in combination: age, civil status, educational attainment, teaching experience, department level, SES, and personality type.

The result of the testing showed no significant relationship between the teachers' degree of preference and the supervisory styles: traditional, laissez-faire, human relations, democratic, clinical and the above-mentioned variables when taken in combination.

However, if taken singly, the hypothesis revealed partial significant correlation between traditional supervisory style and SES which yielded .158 at .05 level and the required  $r$  for significance is .156. Likewise the clinical supervisory style was found out to be significantly correlated with SES and it yielded .199 at .05 level with the required  $r = .156$ . While the teachers' preference for laissez-faire was found to be related with department level that yielded  $-.224$  at .01 level and the required  $r = .205$ .

### Summary of Findings

The findings of the study are presented according to the sequence of research problem and hypothesis.

#### 1. A. The Teachers' Demographic Profile

In the demographic factors, the profile



show that most of the teachers in the three M.I.C. schools are relatively young and majority of them are single.

It is also evident from the data that the teachers were all bachelor's degree holders with eight years of teaching experience on the average. There are more elementary teachers than the high school teachers. This finding could be due to the fact that in all the three M.I.C. schools, the elementary enrollment is more than the high school enrollment, therefore the elementary teachers are greater in number. In general, the teachers are between the low and high middle class status. (See Table 1).

#### B. Personality Profile

In general, the teachers' of the three M.I.C. schools have 35% ESTJ and 33.8% ISTJ personality types followed by the 7.6% ESFJ and 10.8% ISFJ. Their profile shows that the teachers are either extraverted or introverted thinking types or extraverted or introverted feeling types.

The teachers of the ESTJ type have a great respect for impersonal truth, they are orderly and efficient. They are also analytical and



objectively critical. They believe in logic and they govern their lives that way. However, the teachers with ISTJ type are realistic, stable, dependable, and practical people. They are hard-working, systematic, patient with detail and routine. They emphasize analysis logic and decisiveness. Meanwhile, the teachers with ESFJ are concerned with people. They radiate fellowship, they value harmonious relationship. They are friendly, sympathetic and particularly warmed by approval and are bothered by indifference. While the ISFJ's resemble the extraverted feeling types, they emphasize loyalty, consideration and common welfare. They are more tactful, more interested in people and more concern for the feelings of people. They also have artistic taste and judgement.

2. In the three M.I.C. schools, what is the most preferred style of supervision among the teachers? What is the least preferred style of supervision among the teachers?

The findings of the study revealed that the most preferred supervisory styles of supervision are democratic, clinical, human relations and traditional



while the least preferred is the laissez-faire supervisory style. It could be concluded therefore, that the teachers of the three M.I.C. schools have positive preferences for the supervisory styles because they do not exclude any supervisory style.

3. What is the relation between the teachers degree of preference for each of the supervisory styles: traditional, laissez-faire, human relations, democratic, clinical and the following teacher related variables taken singly and in combination: age, civil status, educational attainment, teaching experience, department level belonging to, SES and personality type.

The result of the correlation between each supervisory style and the variables, revealed that only SES has a significant correlation with the teachers' preference for traditional and clinical supervisory styles. On the other hand, department level variable has a negative significant correlation with laissez-faire style of supervision. The rest of the variables: age, civil status, educational attainment, teaching experience and personality type has no relation with the three supervisory styles: traditional, clinical and laissez-faire. The findings also



revealed no significant multiple correlation between the dependent variable and the combined effects of the independent variables. Human relations and democratic types of supervision has no correlation at all and therefore the researcher assumes that these two types are preferred by the teachers of all ages, civil status, educational attainment, teaching experience, department level, SES and personality type.

4. Which of the aforementioned individual variables are the best predictors of the teacher's preferred supervisory style?

Among the variables, only SES and department level could predict three preferred supervisory types namely: SES can predict traditional and clinical supervision, laissez-faire is predicted by department level variable.

### Conclusions

On the basis of the findings, the following conclusions are drawn:

1. That the result of the study shows the teachers preference for supervisory styles is positive because they do not negate the other styles of supervision.





2. That there is no best predictor among the given individual variables for the teacher's preference of supervisory styles if these are taken in combination.
3. That if taken singly, the best predictor could be SES and department level in a limited way.
4. That the five supervisory styles could be used and accepted by teachers depending upon the needs and circumstances because the most effective style is determined by its appropriateness to the situation at hand.

#### Recommendations

In general, the study revealed that the teachers' preferred supervisory styles are democratic, clinical, human relations and traditional while the least preferred is laissez-faire as gleaned from the mean scores taken of all the supervisory styles. The researcher, therefore, offers the following recommendations to school administrators and supervisors who are intent in meeting the preferences or needs of teachers.

1. That the administrators and supervisors of the three M.I.C. schools should exercise



flexibility and creativity in utilizing the different supervisory styles according to the needs and situation, because the most effective supervisory style is that which fits the situation or person.

2. Since the study on the teachers supervisory preferences did not explore the actual style of supervision in the three M.I.C. schools, therefore, it is recommended that each school should conduct an action research on their actual supervisory styles.
3. That the result of this study be utilized by the M.I.C. administrators and supervisors in developing or improving their supervisory programs taking into consideration the supervisory preferences of the teachers.
4. Furthermore, it is recommended that a follow up study be conducted utilizing greater number of respondents, also future researchers may try to identify other variables that may be related with teachers choice of supervisory styles.

