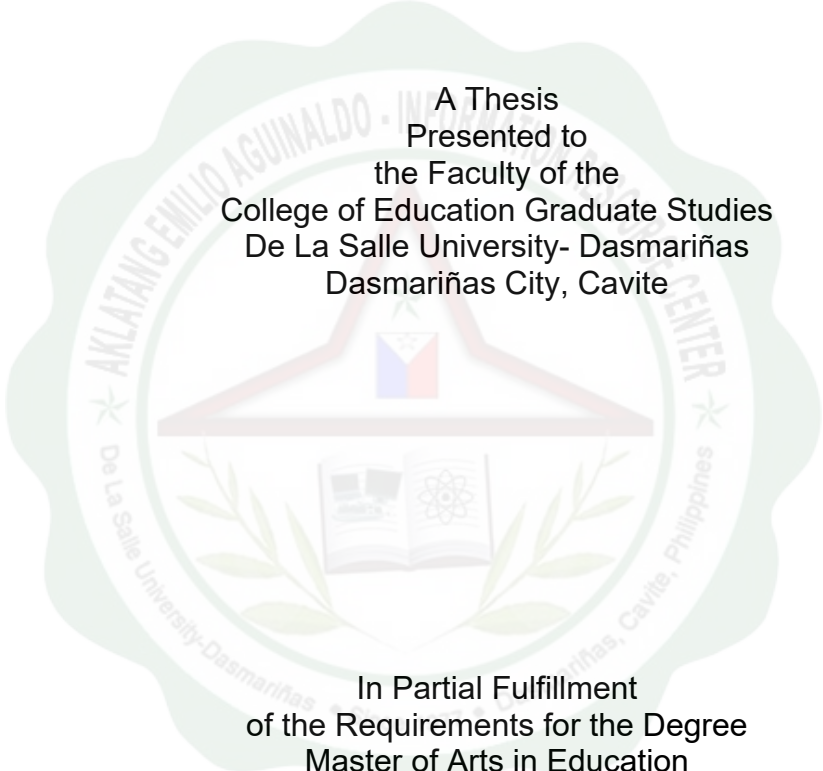


**ATTRIBUTES OF PRINCIPALS OF TOP PERFORMING
PUBLIC SECONDARY SCHOOLS IN THE
DIVISION OF CAVITE PROVINCE**



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Major in Educational Management

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ABSTRACT

Title of the Research: **ATTRIBUTES OF PRINCIPALS OF TOP PERFORMING PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF CAVITE PROVINCE**
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This study was undertaken to examine the common attributes of principals of top performing public secondary schools in the Division of Cavite Province. This utilized a qualitative descriptive research design, utilizing in depth interviews to discover and understand the attributes and career paths of principals of top performing public secondary schools. The study participants were 10 principals or administrators of top performing public secondary schools in National Achievement Test (NAT) in the Division of Cavite during school year 2013-2014.

The major findings showed that principals of top performing public secondary school were older, usually between 45 to 55 years, married, and graduate degree holders. They had served long years as classroom teachers and as head teachers before assuming the principalship position. The foremost reasons of these successful public secondary school principals why they assumed the principalship at a particular point in their career was because they wanted a challenge and there was an available opportunity.

Data collected in this study identified some attributes and leadership characteristics of the principals that supported school success. To become a

successful principal in a leading top performing secondary school, it was an advantage for the principals to have a graduate degree in the field of educational administration or educational management. The personal and professional support obtained during the principals career and quality of mentoring experiences were identified as significant in becoming successful principals.

With regard to leadership characteristics, successful high school principals of top performing public secondary schools in the Division of Cavite established relationships of trust, collaborated effectively with all stakeholders to develop a school vision with high expectations for all, positively shaped and sustained a warm school culture, selected and developed people to become leader within the organization, and reached out to all involved to make the most of the resources available to build academic achievement for students. Also of note was the notion that these high school principals were visionary and kept the interests of their students as the central focus of their work.

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