

## ABSTRACT

**Title: THE LEADERSHIP STYLES OF THE SCHOOL ADMINISTRATORS AND THEIR EFFECTS ON THE LEVEL OF FACULTY MORALE IN SELECTED ELEMENTARY PUBLIC SCHOOLS IN THE DIVISION OF CAVITE**  
**Author: MINETTE M. BAYONA**  
**Degree: Master of Arts in Education**  
**Major: Educational Management**  
**Date Completed: July 2018**

This research aimed to determine the leadership styles employed by the school administrators and their effects on the level of faculty morale in selected elementary public schools in the Division of Cavite; encompassing school year 2017-2018 with all ten (10) schools as respondents with the ten (10) administrators and three hundred twenty four (324) faculty members. The study aimed to identify the leadership styles of the school administrators and to determine their effects to the level of faculty morale in different aspects such as relationship with administrators, relationship with co teachers, teaching performance, attitudes towards school works and the public relation.

The employed style of leadership by the school administrators in selected elementary public schools in the Division of Cavite is Participative. There are 7 out of 10 schools employing this type of leadership. Second is Democratic. There are 6 out of 10 school administrators employing this type of leadership. Third is Transformational. There are 5 out of 10 schools employing this type of leadership. The least preferred leadership styles are

Authoritarian, Delegative, and Relational in which no school administrator employed this type of leadership.

In general the level of faculty morale in selected elementary public schools in the Division of Cavite is high. Faculty members have the highest Faculty Morale in terms of Public Relations, followed by Relationship with Co Teachers and Professionalism. Next in rank is the level of Faculty Morale in terms of Teaching Performance. The lowest in rank of the level of Faculty Morale are in terms of Relations with Administrators and Attitude toward School Works.

Based on the assessment, there is also high significant effect of leadership style to faculty morale. It can be concluded that Authoritarian, Participative and Strategic leadership style have the strong positive effect to high faculty morale in terms of attitude toward school works. While strategic and laissez faire type of leadership have strong positive effect on having high faculty morale in terms of relationship with administrators, and relationship with co teachers.

In some of the schools that employed inspirational type of leadership, it is observed that they have lower level of faculty morale in terms of public relation. Democratic type of leadership has also the negative effect to faculty morale.

For recommendations, authoritative type of leadership is needed to be employed in some schools if the faculty members are not performing well especially in doing school works, and there are also instances that

democratic type of leadership be avoided because it has negative effects to faculty morale.

The highly recommended types of leadership to uplift the level of faculty morale are participatory, strategic and authoritarian. While the type of leadership that should be avoided are transformational, inspirational and democratic because these leadership styles contributes to low faculty morale.

A development program is being proposed to boost the morale faculty members and help them to achieve the highest level of their performance, to have a better relationship inside the school, and to encourage them to have a positive attitude towards school works.

