

**MANAGEMENT PRACTICES AND LEADERSHIP STYLES OF
SECONDARY SCHOOL HEADS AND TEACHERS'
ORGANIZATIONAL COMMITMENT IN THE
SECOND CONGRESSIONAL DISTRICT
OF SAMAR**

A Dissertation
Presented to
The Faculty of the College of Graduate Studies
SAMAR STATE UNIVERSITY
Catbalogan City, Samar


In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Major in Educational Management

CARMEN RAGAY LIM


February, 2016

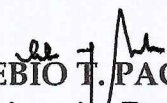
APPROVAL SHEET

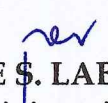
In partial fulfillment of the requirements for the degree **DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT**, this dissertation entitled **"MANAGEMENT PRACTICES AND LEADERSHIP STYLES OF SECONDARY SCHOOL HEADS AND TEACHERS' ORGNIZATIONAL COMMITMENT IN THE SECOND CONGRESSIONAL DISTRICT OF SAMAR"** has been prepared and submitted by **CARMEN RAGAY-LIM**, is hereby recommended for oral examination.


DEBORAH T. MARCO, Ph.D.
Adviser


Approved by the **Committee on Oral Examination** on **February 29, 2016** with a rating of **PASSED**.


MARILYN D. CARDOSO, Ph.D.
Vice President for Academic Affairs, SSU
Chairman


EUSEBIO T. PACOLOR, Ph.D.
University President, SSU
Member

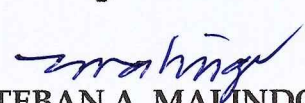

JOSE S. LABRO, Ph.D.
VP for Administrative Affairs, SSU
Member


SIMON P. BABALCON, JR., Ph.D.
President Emeritus, SSU
Member


RONALD L. ORALE, Ph.D.
Director, Research and Extension Services
Member

Accepted and approved in partial fulfillment of the requirements for the Degree, **Doctor of Philosophy in Educational Management**.

February 29, 2016
Date of Final Oral Defense


ESTEBAN A. MALINDOG, JR., Ph.D.
Dean, College of Graduate Studies

ACKNOWLEDGMENT

The researcher wishes to acknowledge profoundly and sincerely various people who shared their invaluable time, efforts, expertise, wisdom, and professional guidance for without them the completion of this study would not have been made possible:

The Dean of College of Graduate Studies of Samar State University and Vice President for Academic Affairs, **Dr. Marilyn D. Cardoso** for her excellent and continuous guidance and tremendous encouragement;

Dr. Deborah T. Marco, SSU-CGS Faculty, the researcher's adviser, whose expertise in all aspects of research, for her inspiring advice, invaluable assistance, excellent guidance and her sense of passion for excellence were all instrumental from the beginning of this study up to its completion;

Dr. Eusebio T. Pacolor, SSU University President, **Dr. Simon P. Babalcon, Jr.**, SSU President Emeritus, **Dr. Jose S. Labro**, SSU Vice President for Administrative Affairs, and **Dr. Ronald L. Orale**, Director, Research and Extension Services, for their invaluable assistance, suggestions, guidance, constructive criticisms that assured the good quality of this study and approval of the dissertation proposal and for sitting as well as final defense panelists;

Special thanks to **Dr. Esteban S. Malindog, Jr.**, SSU President of Personnel Association, Faculty, SSU College of Education, for his fatherly advice, enthusiastic encouragement, understanding, and for his useful and constructive

recommendations on this study;

Ms. Emma Tenedero, SSU Faculty of the CAS Department, of her lengthened patience in helping the researcher came up the desired table and data and statistical methods used in this study;

The Schools Division Superintendent of Calbayog City, **Atty. Fiel Y. Almendra**, CESO V, for his approval for the researcher to field survey questionnaires for her pilot testing;

Cristito A. Eco, CESO VI, Schools Division Superintendent of Catbalogan City, and **Dr. Gorgonio G. Diaz Jr.**, CESO VI, Schools Division Superintendent of Samar, for their approval and support in allowing the school heads and teachers in accomplishing the survey questionnaires;

All of the **school heads and teachers** of the concerned elementary and secondary schools of the Second Congressional District of Samar for their enthusiasm in accomplishing the survey questionnaires;

The researcher is also indebted to others of whom she expresses her great appreciation:

To **Antonette I. Radomes**, a good friend, for the encouragement and support given to the researcher to ease the difficulties encountered, did a tremendous job for helping the researcher in gathering the questionnaires and in the finalization of manuscript in times when the researcher was on travel;

To the staff of **Dr. Marilyn D. Cardoso**: **Dr. Lanie S. Pacadaljen**, **Ms. Aileen A. Manicane**, **Ms. Sweet Mercy F. Pacolor**, for their clerical assistance and other

forms of support as regards to the accomplishment of some documentation;

To **Engr. Ma. Lourdes P. Amante**, Head, SSU Canteen, and staff **Ms. Marife Y. Abalos**, for their professional assistance;

To her friends and classmates, for their encouragement and support given to the researcher to ease the difficulties encountered;

Deepest gratitude to her parents, **Tatay Peping**, **Nanay Juling** and her sister, **Cecille**, brothers, **Caesar**, **Carlito** and **Fr. Felipe**, and in-laws, for their prayers, moral support, guidance, assistance and encouragement throughout the researcher's study;

To her husband **Otoy**, for his comfort, untiring support, ultimate understanding and personal sacrifices;

To her children, **Jeff** and **Jasha** whom, together with her husband, the researcher draws inspirations, strength and determination to succeed; and above all

To the **Almighty God, Our Father, the Divine teacher**, for the guidance, strength, power of mind, protection and skills, countless graces and blessings, and for giving the researcher a healthy life in order to carry on with her work against all sorts of trials and difficulties.

CARMEN RAGAY LIM



DEDICATION

To my beloved parents, who continually provide their moral, spiritual, emotional and financial support,

Tatay Peping & Nanay Juling;

To my sister & brothers, who shared their words of advice and encouragement to finish this study,

Cecille, Caesar, Carlito & Rev. Fr. Felipe Jr.;

To my tenderhearted and very supportive husband, my strength,

Otoy;

and to my two loving and intelligent children, my source of inspiration,

Jeff and Jasha;

**This humble work is wholeheartedly
dedicated**

- CARMEN -

ABSTRACT

This study endeavored to determine the management practices and leadership styles of school heads and their influence on teachers' organizational commitment in the Second Congressional District of Samar for school year 2015-2016. The descriptive-correlational research design was employed in this study. It identified the profiles of the school head-respondents and teacher-respondents, their perceptions of the management practices and leadership styles of school heads, and the organizational commitment of teacher-respondents. After which, the perceptions of the two groups of respondents along management practices and leadership styles were compared. The coefficients of correlation between leadership style of school head-respondents and the number of teachers supervised were 0.195 and 0.675; 0.259, and 0.575 for years in service, and 0.062 and 0.895 for place of assignment. The p-values were greater than the 0.05 significance of the hypothesis, "There are no significant relationship between school head-respondents' leaderships styles and number of teachers supervised; years in service; and place of assignment". Of the three, the school head-respondents' personal variates, only school head-respondents year in service was significantly related with aligning performance for success through planning, organizing, and delegating; relationship/valuing diversity; and communication; but not with adaptability; conflict management/problem solving; and organizational awareness/strategic thinking and decision-making. For the recommendation, based on the finding that school heads and

the teachers had different perceptions regarding some of a school head's management practices, it is suggested that the school heads be honest with their actions to gain the teachers' commitment to the school organization.

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The world is now in a period of rapid change that what is new and relevant today might turn out to be obsolete and irrelevant just a few days after tomorrow. Change is now so fast that those institutions or organizations that cannot adjust accordingly are doomed to cease.

The days of an employee working for a company for several years seem to be a thing of the past. It is uncommon for an employee to remain at a company for more than five years. Based on a survey from the Bureau of Labor Statistics (BLS), tenure varies by age and the workforce landscape. The results report that the “Median employee tenure was generally higher among older workers than younger ones. For example, the median tenure of workers ages 55 to 64 [was 10.4 years] in January 2014, was more than three times that of workers ages 25 to 34 years [averaging a tenure of 3.0 years].” Although companies cannot fully prevent employee turnover, they can take steps to reduce their turnover rate and increase employee engagement.

Based on the Bureau of Labor Statistics (BLS) survey results, 30 percent of the respondents said they did not quit their job, they quit their manager. As the saying goes, “People leave people, not jobs.” The employee-manager relationship is one of, if not the most, important relationships within an organization.

Employees cannot seem to find the door fast enough when they have to deal with poor management or leadership. It is important for managers and employees to communicate because management must know the cause of the issue before they can come up with a solution. Knowing the causes of employee turnover is pertinent, if a company wants to develop a strategy that will entice employees to stay long-term.

The education sector, which is in the forefront in the battle for the country's dream of industrialization, is not spared from this current phenomenon. It must be able to withstand the tremendous pressure exerted from all directions. Let us consider private school teachers moving to public schools because of teaching opportunities. Because there are many more public than private schools, there are a great number of teaching positions available in the public sector. When searching in the public school systems, applicants can first consider location and demographics in their search for a job. There is also a good chance of finding the desired grade level or subject area position.

Teachers looking to move into administrative roles also will find more opportunities in the public school systems. On the other hand, private schools can offer greater flexibility to teachers. Private institutions make their own budget and staffing decisions, so working part time or sharing a position can be an option. Also, most private schools do not require that teachers hold state certification. Those entering teaching as a second career find it much easier to move into the

profession. This also means that private school teachers do not need to satisfy professional development requirements for maintaining certification.

The teachers in today's workforce want to develop themselves into the best that they can be. They want to expand and polish their skills, abilities, and experiences. Teachers who feel restrained or get bored will eventually start looking outside of the institution to fulfill their advancement needs. This boredom is also a result of poor job fit and can be avoided using effective recruitment and hiring processes (Goldsmith, 2008).

Full-time teachers are the forefront employees of any educational institution, and they have a direct impact on the successful implementation of the vision, mission, and goals of the institution. It is imperative to understand potential factors influencing organizational commitment because decreased levels of commitment have been linked to lower productivity and stagnated creativity.

Education in the 21st century is impacted by technology, politics, and the economy. Preparing students becomes a daunting task for educators including the teachers who deliver the content and the principals or school heads who work with the teachers, students, parents, and the community. Improvements in student achievements are recognized as the foremost objective of school reforms and restructuring efforts (Ewing, 2011).

The demands for continuous improvement in public schools have increased over the decades, especially with the implementation of the K to 12 basic education curriculum. At the forefront of every implementation and improvement are the

teachers. These can only be attained by dedicated teachers who are committed to the organization.

Every school exists as an organization which consists of teachers with formally assigned roles who work together to achieve the organization's goals. The school head is the person responsible for accomplishing the organization's goals, who does so by managing the efforts of the organization's people. School heads should use different management and leadership styles to increase the level of commitment of their employees. According to Newstrom & Davis (1993), leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader. The first major study of leadership styles was performed in 1939 by Kurt Lewin who led a group of researchers to identify different styles of leadership (Lewin, Lippit, White, 1939). This early study has remained quite influential as it established the three major leadership styles: Authoritarian or autocratic - the leader tells his or her employees what to do and how to do it, without getting their advice; participative or democratic - the leader includes one or more employees in the decision making process, but the leader normally maintains the final decision making authority; and delegative or laissez-fair (free-rein) - the leader allows the employees to make the decisions, however, the leader is still responsible for the decisions that are made.

Management practices in every organization can improve employee productivity and even increase the level of *organizational commitment*. Studies consistently show that a disturbingly high number of non-management employees are disengaged, not working at full productive capacity. The following are management practices that can take to improve productivity by putting employees in a more productive mindset: Provide meaningful feedback in a constructive manner on a regular basis where feedback is a foundational management skill; the ability to provide regular, helpful feedback to employees in a manner that encourages, not discourages, and is a cornerstone of effective management; Respect employees as individuals, in addition to the job they do. Respect can be a simple but powerful motivator.

When employees feel genuinely respected, they are much more likely “to go the extra mile” to help an organization succeed and provide support for employees when it is genuinely needed (Happock, 2006). Valued support can take many forms: equipment when existing is outdated or inefficient; emotional support in the face of unfair criticism; flexible support for a reasonable level of work-life balance; Management support in times of need will not be forgotten; it builds employee goodwill and loyalty. Do not be emotionally stingy. There is nothing for management to gain by withholding praise and recognition when it is warranted. A recent employee study this research came across indicated that recognition is often a more powerful motivator than money. While this may well be less true at senior levels as financial rewards escalate, this post is focused on

general employee commitment, where the broadest gains can be made.

When employees are committed to the organization, they will deliver higher levels of performance. Highly committed employees can help an organization achieve much more each year than employees with average or low commitment. The following are strategies on how to improve employees' organizational commitment: Analyze what an individual's level of commitment is based on the performance. Employee commitment is related to the important factor of job satisfaction. If an employee has a low level of commitment, he is likely not performing at his best and could become an example of employee turnover.

When employees leave, the organization loses out; there are high costs to replace employees and temporary impacts on production; Look for causes of employee dissatisfaction among the direct reports and find ways to reduce or eliminate them; Create ideal job conditions for an employee, so that an employee will feel committed to the organization, satisfied with the job and motivated to perform at or above the minimum level of performance. This begins with recruitment (Wiener, 2010). Hire a well-qualified person who is matched to a clearly-defined job description and induct him successfully into the organizational culture. Provide tools for an individual to succeed. A worker will take a job because an employee finds a satisfactory level of compensation and benefits in exchange for the work he must do; Offer training, coaching and motivational incentives to keep an employee satisfied. Acknowledge that an employee may stay with the organization even if he is dissatisfied with some aspects of the job. His

motivation varies, reflecting varying levels of performance. If he is committed, he may remain employed longer than it is expected; Develop him as an asset, such as by giving him increasingly challenging tasks, allowing him to become more influential and derive intrinsic benefits from his position and keep an ongoing dialog with him to understand what motivates him and adjust his development plan to help him achieve his goals inside the organization (Loui, 2005).

Organizational commitment focuses on teachers' commitment to the organization. Many factors influence employee commitment. These include commitment to the manager or school head, occupation, profession, or career (Meyer, 2007).

In explaining the significance of organizational commitment, Morrow (2013) mentioned that organizational commitment is the most maturely developed of all the work commitment constructs. Studies have linked organizational commitment to measures of effectiveness. (Summers, 2007) for instance, found that commitment was significantly related to trust, job involvement, and job satisfaction. Angle (2011) uncovered a relationship between commitment and turnover. Wiener (2010) reported positive correlations between commitment and job performance.

The level of teachers' commitment is considered to be a key factor in the success of any educational undertaking as it heavily influences teachers' willingness to engage in cooperative and critical practice. To sustain energy and enthusiasm for the work, teachers need to maintain their personal commitment to

the job. This concept of 'commitment', as an investment of personal resources, has long been associated with the professional characteristics of a teacher.

At the center of school improvement is the school heads or principals whose efforts hold the greatest accountability for the success of their students. School communities and educational leaders continue to demand more accountability from school heads as instructional leaders because of the decline in student achievement, as measured by international achievement tests like the Trends in International Mathematics and Science Survey (TIMSS) where the Philippines ranked 23 out of 25 participating countries (de Leon, 2011).

Robbins and Judge (2014) noted in their research that the greatest impact on school success can be determined through the management practices and leadership of school heads. Based on their meta-analysis of more than 69 studies, that included 2,802 schools examining effective school management and leadership, they synthesized the six most popular theories on school leadership: transformational, transactional, total quality management, servant, situational, and instructional. They derived 21 management responsibilities that can increase the principal's influence on school improvement.

School heads have a small to moderate influence on student achievement; however, this influence is largely indirect via the competencies and commitment of their teachers (Ovando, 2007). The trend in most school systems is that the school head is required by the systemic authorities to improve student learning. School heads who can develop positive relationships among teachers may increase

student achievement. According to Ginsberg (2012), one essential component in maintaining effective schools is with effective management practices and strong leadership.

Effective management and leadership should take into account people. The need for effective interaction between the staff and the leader in a school system cannot be over-emphasized when one considers the fact that no school improvement can be treated effectively without the involvement of all concerned (Stacey, 2013). Leaders are always being watched and judged; employees have keen eyes and are keen data sharers. When leadership is “walking the talk,” it will be quickly noted – but so will “talking the walk” without actually walking it.

Kimber, (2003), found some gender inequity among principals. Female principals were less influential than male principals in school management, “in decision-making positions in schools, female teachers are less influential than male teachers, and they are often assigned more private and caring tasks such as pupil welfare and school cleanliness while male teachers do more public work such as chairing meetings and making examination arrangements.” According to Meyer (2007), teachers’ dissatisfaction included “corruption and nepotism and poor leadership.” Another factor included poor school management (leadership), “de-motivating factor, identified as such by nearly 70% of teachers and over half of all male and female participants”. Moreover, Meyer (2007) reported that none of the school principals whom he interviewed had actually applied for their jobs; “most were appointed by the Provincial Office.” Teachers cited the problems with

School Directors as de-motivating factors: “partiality, nepotism, favoritism, and focusing on Ministry guidelines rather than actual teachers’ problems.”

Despite a growing number of studies examining the indirect influence of school heads on student achievement, there is still much to know concerning the management practices and leadership styles of school heads and how they influence teachers’ organizational commitment. In order to achieve this, school heads need to be aware of their management practices and leadership styles to maximize their effectiveness. A promising contribution is the examination of the indirect relation between management practices and leadership styles of school heads and teachers’ organizational commitment.

In the light of the above information, there is therefore an urgent need to investigate the influence of management practices and leadership styles of school heads on teachers’ organizational commitment in the Second Congressional District of Samar.

Statement of the Problem

This study endeavored to determine the management practices and leadership styles of school heads and their influence on teachers’ organizational commitment in the Second Congressional District of Samar for school year 2015 - 2016.

Specifically, the study sought answers to the following questions:

1. What is the profile of the school head-respondents with respect to:

1.1 number of teachers supervised;

1.2 years in the service, and

1.3 place of assignment?

2. What is the profile of the teacher-respondents with respect to:

2.1 age and sex;

2.2 civil status;

2.3 educational attainment;

2.4 years of teaching experience, and

2.5 performance rating?

3. What are the management practices of school heads as perceived by school head-respondents themselves and the teacher-respondents along the following:

3.1 adaptability;

3.2 aligning performance for success through planning, organizing,
and delegating;

3.3 building relationships/valuing diversity;

3.4 communication;

3.5 conflict management/problem solving;

3.6 developing others/coaching;

3.7 ethics, and

3.8 organizational awareness/strategic thinking and decision-
making?

4. Is there a significant difference in the management practices of school heads as perceived by the school heads and the teacher respondents?

5. Is there a significant relationship between the management practices of the school heads along the eight components and their profile?

6. What are the leadership styles of school head-respondents as perceived by themselves and their teachers in terms of:

6.1 autocratic;

6.2 democratic, and

6.3 laissez-faire?

7. Is there a significant difference between the perceptions of the two groups of respondents on the leadership styles of school heads along:

7.1 autocratic;

7.2 democratic, and

7.3 laissez-faire?

8. Is there a significant relationship between the leadership styles of school head-respondents and their profile?

9. What is the level of organizational commitment of teacher-respondents?

10. Is there a significant relationship between the teacher-respondents' organizational commitment and the school heads:

10.1 management practices along the eight dimensions and

10.2 leadership styles?

Hypotheses

Based on the aforementioned questions, the following hypotheses were tested in this study:

1. There is no significant difference in the management practices of school heads as perceived by the school heads and the teacher respondents.

2. There is no significant relationship between the management practices of the school heads along the eight components and their profile.

3. There is no significant difference between the perceptions of the two groups of respondents on the leadership styles of school heads along:

3.1 autocratic;

3.2 democratic, and

3.3 laissez-faire.

4. There is no significant relationship between the leadership styles of school head-respondents and their profile.

5. There is no significant relationship between the teacher-respondents' organizational commitment and the school heads':

5.1 management practices along the eight dimensions and

5.2 leadership styles.

Theoretical Framework

This study is anchored on a new theory in school management, Theory of Positive Containment by Almusailleem (2012:47). This new theory in school

management is based on the notion of positive containment which benefited from the integration of the main two patterns of leadership, i.e., the democratic and the authoritarian. In this theory, the school principal has to deal with one external and five internal circles of positive containments. The principal has to deal with his school staff in an open friendly democratic spirit. However, he has to practice the role of the good tyrant who depends on implicit bargaining with his school staff. In other words, when they perform his orders as stated, they will be rewarded. However, when they do not follow the orders, they will be held accountable. The study concludes with several expected outcomes as a result of theory implementation and this supports the principle of human relations in school work and works on involving everyone in school tasks no matter how small their job titles are.

This study is also anchored on Contingency Theory of Leadership Style by Fiedler, House and Vroom. According to this theory, no single best leadership style exists. Rather, the most effective leaders are said to engage in behaviors reflecting characteristics of the situations they are in, including the types of subordinates, tasks, decisions, and organizations involved.

The general tenet of the contingency theory is that leadership effectiveness is dependent on the leader's diagnosis and understanding of situational factors, followed by the adoption of the appropriate style to deal with each circumstance. However, in an apparent return to the "one best way of leadership", recent studies on leadership have contrasted transactional leadership with transformational

leadership. Transactional leaders are said to be 'instrumental' and frequently focus on exchange relationship with their subordinates (Bass and Avolio, 1993:89). In contrast, transformational leaders are argued to be visionary and enthusiastic, with an inherent ability to motivate subordinates (Howell and Avolio, 1993:871). Although the brief summary above indicates that research into leadership has gone through periods of skepticism, recent interest has focused on the importance of the leadership role to the success of organizations. Fiedler (1996:212), one of the most respected researchers on leadership, has provided a recent treatise on the importance of leadership by arguing that the effectiveness of a leader is a major determinant of the success or failure of a group, organization, or even an entire country. Indeed, it has been argued that one way in which organizations have sought to cope with the increasing volatility and turbulence of the external environment is by training and developing leaders and equipping them with the skills to cope (Leithwood, K., Jantzi, D., & Steinbach, R., 1999:93). These claims are based on the assumption of a direct link between leadership and organizational performance.

This study is also anchored on the Side-bet Theory of Becker (Powell and Meyer, 2003:372). This theory holds that individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. However, should they be given alternative benefits, they will be willing to leave the organization.

According to Becker's theory, the relationship between employee and

organization is based on the “contract” of economic exchange behavior, committed employees are committed because they have totally hidden or somewhat hidden investments, “side-bets,” they have made by remaining in a given organization. If someone leaves, the investments of “side-bet” will be claimed hardly. The term “side-bets” refer to the accumulation of investments valued by the individual.

The theory approach was one of the earliest attempts to study a comprehensive conceptual framework about organizational commitment from the perspective on the individual's relationship with the organization. Becker's approach claimed that there is a close connection between organizational commitment and employees' voluntary turnover behavior. In fact, it identifies organizational commitment as a major predictor in the explanation of voluntary turnover. This contention was supported by the later research that followed Becker's theory (Trice, 2009:485).

While the “side-bet” theory was abandoned as a leading commitment theory, the close relationship between organizational commitment and turnover as advanced by Becker affected most of the later conceptualizations of commitment and established turnover as the main behavior that should be affected by organizational commitment. Commitment should be measured by evaluating the reasons, if any, that would cause a person to leave his organization. Becker's approach and the scales that were assumed to represent it were adopted by later research as the approach to conceptualize and examine commitment to the

organization and/or to the occupation.

The study is also anchored on the Trait Theory of Leadership by Allport (Hogan, 2004:892). The theory explained that traits refer to repetitive patterns in a person's behavior and the trait approach attempts to explain people's behavioral trends in terms of certain strengths of traits that they retain.

According to Allport, leaders like middle level managers are fundamentally different from followers due to some common leader traits. In other words, leaders are born with natural talents of great leadership, so they cannot be made. Leaders are not also different from followers in terms of physical height, outgoing personality, and ambitions, leading people tend to be more hardworking, conscientious, friendly, and willing to take responsibility more so than others.

De Vries (2003:39) claimed that such leader characteristics increase a group's goal achievement possibility. However, this cannot be completely guaranteed. Numerous researchers have maintained the position that leaders are not different from followers. Effective middle level managers should have traits such as excellent communication ability, energy and initiative, self-confidence, outcome orientation, and negotiating ability to gain the respect and trust of his or his subordinates.

Conceptual Framework of the Study

The schematic diagram represented by Figure 1 is the conceptual framework of the study.

At the base of the schema are the respondents of the study, the research environment and the time frame during which the study was conducted. This study involved school heads and secondary school teachers of the Division of Samar during the school year 2015-2016.

The base frame is then connected by an upward arrow to the next two bigger boxes representing the profile of both school head-respondents and teacher-respondents. In between the two boxes is a box partitioned into three sections which represent the main variables of the study – management practices of school heads and leadership styles as perceived by both school head-respondents and teacher-respondents, and organizational commitment of teacher-respondents.

The two boxes representing the profiles of the respondents are connected by two-way arrows through the smaller box at the center. These connections comparison in perceptions of the two groups of respondents along management practices and leadership styles of school heads; correlation between management practices and profile variates of school head-respondents; correlation between leadership styles and profile variates of school head-respondents; and correlation between organizational commitment of teacher-respondents, and management practices and leadership styles of school heads.

The two boxes are connected upward to a smaller box representing the findings and recommendations of the study. The same box is connected by a broken arrow downward representing the feedback mechanism of the study and

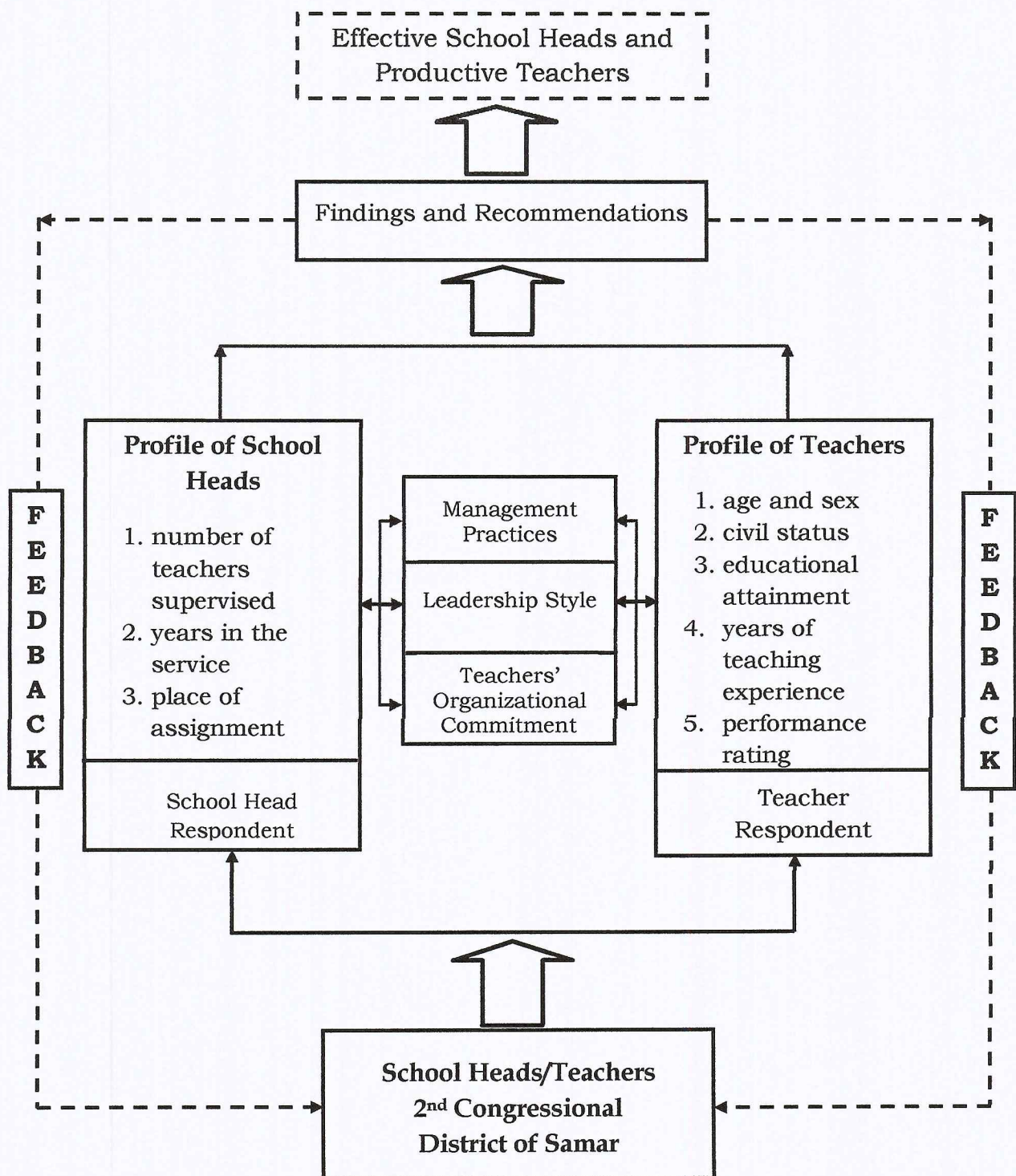


Figure 1. The Conceptual Framework of the Study

then to the upper most box representing the goal of the study which is effective school heads and productive teachers.

Significance of the Study

This dissertation was conducted because the researcher believed that the result of this dissertation would prove beneficial to the following stakeholders:

The School Heads. The findings of this study would be useful to school heads in terms of how to deal with their subordinates to be able to work effectively as managers and leaders and enhance the organizational commitment of their teachers and staff.

The Teachers. The result of this study would benefit the teachers for them to be aware of what management practices and leadership styles best influence them to be committed to their school and immediate superior.

The Students. Since the learners are the very reason for the existence of the schools, the results of this study would directly benefit them. When school heads' management practices and leadership are appreciated by their teachers, then teachers become committed, dedicated and motivated in their teaching. As a result, there are improvements in their teaching effectiveness which will benefit the students, school heads and even the teachers themselves. They would be challenged and even inspired to do even better in their studies.

The Parents. The findings of this study would provide awareness of the role of parents/guardians in the educative processes and factors that would

enhance improved performance of their children's work in school.

The City and School Division. The city division office would benefit from the study as they would be made aware of its role in the pursuance of academic freedom and academic excellence.

The City/School Division Superintendent. The results of the study would serve as basis for an intervention program to improve the management practices and leadership of school heads. In this way, the division can show its support to the school heads which would result to effective school management and leadership that would positively result in improved school head, teachers and students school performance.

The DepEd Key Officials. The results of the study would serve as eye opener to DepEd key officials regarding intrinsic factors that affect the performance of teachers and the effectiveness of school heads. As such, the results could help to supporting the needs of school heads in managing and leading the school to gain the commitment of teachers like sending school heads to professional trainings or the department itself will conduct or sponsor this kind of activities.

The Future Researchers. The result of this study would serve as springboard for sequel or parallel studies. Moreover, this study could serve as a source of literature among researchers who intend to pursue similar studies in the future.

Scope and Delimitation of the Study

This study is delimited to the management practices and leadership styles of secondary school heads and their influence on their teachers' organizational commitment in the secondary schools of the Second Congressional District of Samar. In terms of management practices, the study focused on practices such as adaptability; aligning performance for success through planning, organizing, and delegating; building relationships/valuing diversity; communication; conflict management/problem solving; developing others/coaching; ethics, and others organizational awareness/strategic thinking and decision-making. The focus of leadership style was on autocratic, democratic and laissez-faire. The profile of school head-respondents were delimited to the number of teachers supervised, years in the service, and place of assignment, while that of the teacher-respondents were delimited to age and sex, civil status, educational attainment, years of teaching experience, and performance rating. The respondents were limited to the full time teachers and school heads including officer-in-charge.

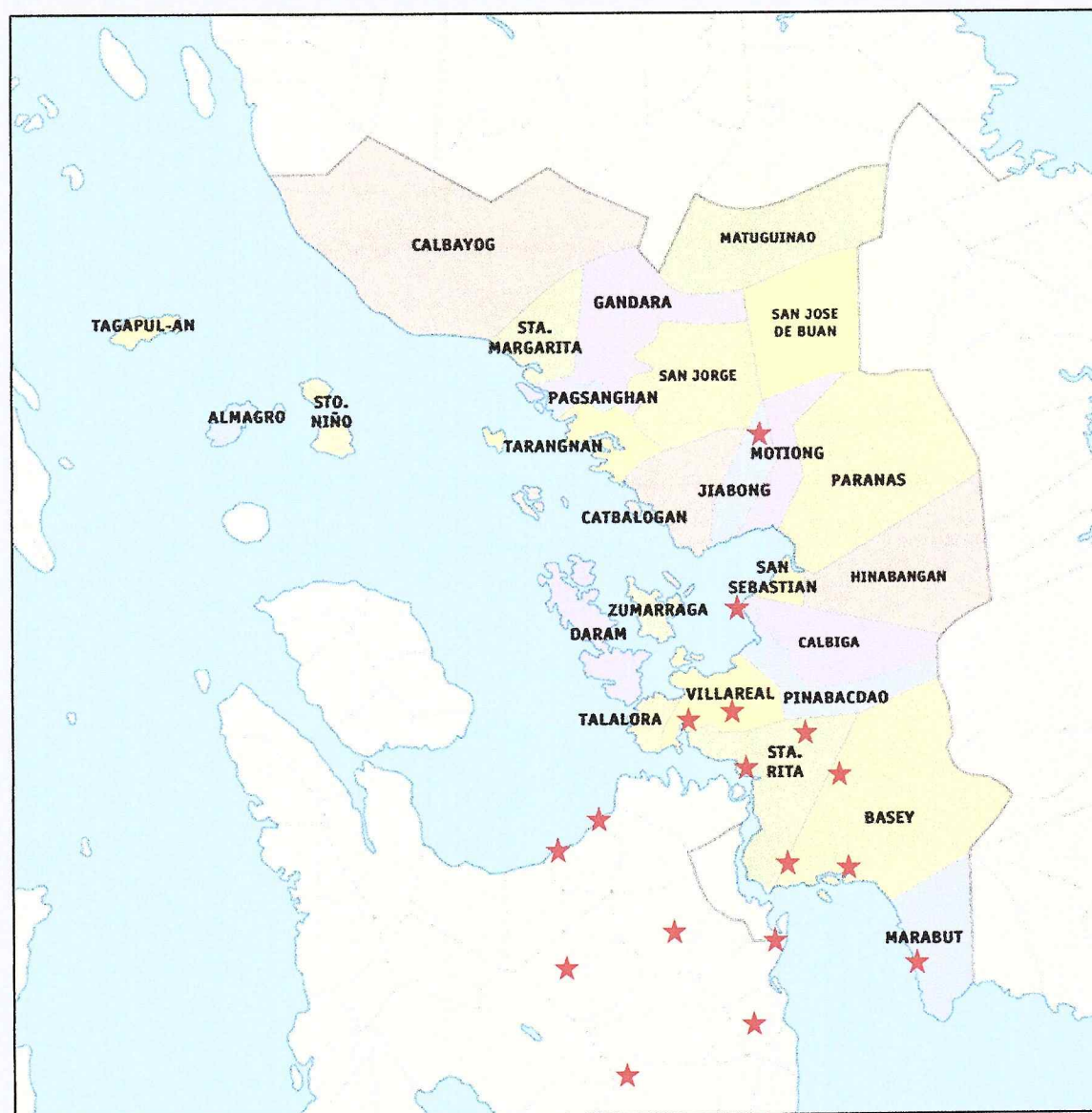


Figure 2. Map of Second Congressional District of Samar Showing the Locations of the School of the Different Municipalities Covered in the Study

There were 60 respondent-schools, 60 school heads and 301 teachers involved in the study that were sampled. All the 60 schools in Second Congressional District of Samar were covered as shown in figure 2.

The study was conducted during school year 2015 – 2016.

Definition of Terms

The following terms were used in this study and are defined here conceptually and operationally to facilitate understanding among the readers:

Adaptability. In the field of organizational management, it refers to an ability of a person to change something or oneself to fit to occurring changes (Robbins and Judge, 2014). As used in this study, it refers to the ability of a school head to adapt and implement changes in the educational system and his/her willingness to be assigned to other schools and other characteristics as measured by the research questionnaire.

Aligning Performance for Success through Planning, Organizing, and Delegating. From the word “align”, it means to place in a straight line; to bring into agreement (Webster’s Universal Dictionary, 2009). To bring into cooperation or agreement along planning, organizing, and delegating with a particular group, party, and cause. In this study, it refers to that management practice of school heads ability to bring different issues to an agreement on unified stand in order to get the best for the organization through the management function of planning, organizing and the tool of delegation.

Autocratic Leadership. It refers to a leadership style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it (Robbins and Judge, 2014). It is a kind of leadership where the principal has the full authority for every action and decision of the school staff including the teachers.

Building Relationships/Valuing Diversity. It is the ability of the manager to share responsibility and accountability by allocating decision making authority and responsibility among the personnel; to identify the sequence of tasks and the resources needed to achieve a goal, and prioritize key action steps; and monitor and evaluate social, fiscal, and political trends that affect plans and prepares strategies to deal with problems or drastic changes (Maxwell, 2001).

Communication. It refers to the manner of conveying information clearly and concisely either verbally or in writing to ensure they understand the information and message ((Stoner, 1992). In this study, it refers to the way principals send information that is clear and precise to the teachers.

Conflict Management/Problem Solving. This involves designing effective strategies to minimize the dysfunctions of conflict and maximize the constructive functions of conflict in order to enhance learning and effectiveness in an organization (Maxwell, 2001). As used in this study, it is a set of skills possessed by the principals in dealing with conflict as it arises in all aspects of their lives in the school organization.

Democratic Leadership. This refers to a leadership style where the major focus of the manager is sharing the decision his or her subordinates (Robbins and Judge, 2014). In this study, it is a leadership style in which the principal shares any action or decision to his or her teachers.

Developing Others/Coaching. It is the character of a manager to actively assist and support the development of their staff's skills and abilities so they can fulfill current or future job/role responsibilities more effectively (Townsend, 2005:82). In this study, it refers to the way school principals provide guidance, feedback, and clarification of expectations to the teachers.

Ethics. It refers the personality of a person to tell the truth and honesty with moral perspective in all his or her transactions (Yukl, 1989). In this study, it refers to the principals' actions to adhere to a set of core values that are exercised in decision making and other actions.

Laissez-fair leadership. In this leadership style, the manager delegates almost all authority and control to subordinates; there is no person of authority in the organization (Robbins and Judge, 2014:252). As used in this study, it refers to the style of leadership employed by the school head where he or she leads the school organization indirectly, he or she does not make decisions; rather he or she abides by popular decisions.

Leadership. John C. Maxwell (2001) defines leadership as influence. It is not about titles, positions, or flow charts. It is about one life influencing another. In addition, is the ability to lead, inspire and influence others with integrity and

trust (Townsend, 2005). In this study, it refers to the manner by which a secondary principal exerts influence over his/her secondary teachers and inspires, motivates and directs their activities to achieve group or organizational performance for the realization of the educational secondary school's present goals.

Leadership Style. It refers to the style of providing direction, implementing plans, and motivating people (Yusuf, 2012). In this study, it refers to the ability of the school administrators in handling the organizations specifically in the school. It is the conduct and approach of providing direction, implementing plans and motivating people using either singly or a combination of autocratic, democratic or laissez-fair leadership style.

Management. It refers to the art of getting things done through people (Robbins and Judge, 2014). In this study, management refers to the process of coordinating the resources of the school, so as to achieve the primary goals of educational secondary education.

Management Practices. It refers to the way a person exercises his or her management style (Deal and Peterson, 2000). As used in this study, it refers to the abilities, skills and strategies used by school administrators in leading and managing the school along adaptability, aligning performance for success through planning, organizing, and delegating; building relationships/valuing diversity; communication; conflict management/problem solving; developing others/coaching; and ethics.

Organizational Awareness/Strategic Thinking and Decision-Making. It refers to the ability of managers to obtain information, identify key issues and relationships, and commit to a course of action to achieve a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints, and organizational values (Koontz, O'Donnell and Weihrich, 1994). The same definition is adapted by the present study.

Organizational Commitment. It refers to the relative strength of an individual's identification with and involvement in a particular organization (Porter and Smith, 2010). As used in this study, it refers to teachers' attachment to the school organization, characterized by an intention to remain in it; an identification with the values and goals of the schools; and a willingness to exert extra effort on its behalf as measured by the Organizational Commitment Questionnaire.

School Head. It refers to a person whose job is to manage a company, school, or other organization (Merriam-Webster, 2012). As used in this study, it refers to the school principals, head teachers, teacher-in-charge of the Second Congressional District of Samar with at least one (1) year in their present position or designation.

Student. It refers to a learner, or those who attends an educational institution (Wikipedia, n.d.). In this study, these are those who are officially enrolled as secondary students or those of Grades 1 – 12 in the K to 12 Program.

Teacher. It refers to all persons engaged in teaching and those who transmit learning to the students/pupils in the classroom and are under the supervision of the school head (Wikipedia, n.d.). In this study, these are those who are engaged in the teaching-learning activities on full-time basis in secondary schools.

Chapter 2

RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies, which helped the researcher in the conceptualization of this study. The researcher referred to several sources such as books, periodicals, journals, magazines and internet. Likewise, dissertations and theses published and unpublished that are related to this study were reviewed. These references gave valuable insights to make the conduct of this study more substantive, informative and comprehensive.

Related Literature

What is leadership? What is management? “Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization” (Yukl 2002).

Leadership is regarded as the single most important factor in the success or failure of institutions such as schools (Hoy & Miskel, 2001). In contemporary affairs, governments or companies that prosper are said to enjoy good leadership, whereas in those that fail, the leader is to blame (Campbell, et al., 1983:89). Getting the job done and done well requires good leadership and good management (Locke, et.al., 1991).

On the other hand, Cuban (1988) as cited in Goldsmith (2008) said that “managing is maintaining efficiently and effectively current organizational arrangement. While managing well often exhibits leadership skills, the overall function is towards maintenance rather than change”. Further, he said “I prize both management and leading and attach no special value to either since different setting and times call for varied responses”.

Though the terms leadership and management are often used interchangeably, there are certain fundamental differences between these two. As Burns (2000) pointed out, leadership does not necessarily take place within the hierarchical structure of the organization and there is a clear implication that leadership is not part of the job, but a quality that can be brought to a job.

Hollingsworth (1989) listed at least six fundamental differences between management and leadership. To him a manager administers, but a leader innovates; a manager maintains, a leader develops; a manager focuses on systems and structures, a leader focuses on people; a manager relies on control, but a leader inspires trust; a manager keeps an eye on the bottom line, a leader has an eye on the horizon; and finally, a manager does things right, a leader does the right thing.

According to Maxwell (2005), leadership is a process of influencing and supporting others to work enthusiastically toward achieving objectives. It is the critical factor that helps an individual or a group identify its goals, and then motivates and assists in achieving stated goals. It is the only means through which a company can change into a learning organization. Maxwell further teaches that

the traditional view of leaders who set goals, makes decisions, and directs the troops reflects an individualistic view. He further points out that leaders are designers, teachers and stewards; leaders need to build a shared vision, help people see the whole system, work together, design the horizontal structure, initiates change, and expands the capacity of people to shape the future, and leaders who understands that the learning organization can help other people build it.

Education is the best achievement an individual can attain. It is an important aspect of human life. Thus, leadership in the aspect of education is being looked into since its success is dependent largely on how it is brought about. The educational leadership style is very important because this will answer concerns of students, educators and even the society, as a whole. There are several educational leadership styles and it is important that an individual understands these types individually pertaining to the methods and what can be achieved from these styles. Some of them would try a single method and some a combination. Using this method is also one way of figuring out what works best for the organization or community (Santos, E. 1999). These styles are based on the understanding that certain characteristics, such as physical energy and or social interaction play a part in the way education is imparted. The educational leadership style is meant to strengthen the performance of education leaders to bring about improvement on student's achievement. The leadership aspect is very vital for teachers and students to improve their performance to the maximum

level.

Bass (2000), in his early efforts to understand leadership success, focused on the leader's personal characteristics or traits. He stated that traits are the distinguishing personal characteristics of a leader, such as intelligence, values, and appearance. The early research focused on leaders who had achieved a level of greatness and, hence, was referred to as the *great man approach*. The idea was relatively simple: find out what made these people great, and select future leaders who already exhibited the same traits or could be trained to develop them. In addition, to personality traits, physical, social and work-related characteristics have been studied.

Tannenbaum and Schmidt (1973) indicated that leadership could be a continuum reflecting different amounts of employee participation. Thus, one leader might be autocratic (boss-centered), another democratic (subordinate-centered), and the third, a mix of the two styles. One way to approach leader characteristics is to examine autocratic and democratic leaders. An autocratic leader is one who tends to centralize authority and rely on legitimate, reward, and coercive power. A democratic leader delegates authority to others, encourages participation, and relies on expert and referent power to influence subordinates.

Blake and Mouton (1991), enunciated the Managerial Grid. They tried to show an individual's style of leadership on a 9,9 grid consisting of two separate dimensions, concern for production and concern for people which are similar to the concept of employee-centered and production-centered styles of leadership as

mentioned earlier. The grid has nine possible positions along each axis creating a total of eighty-one possible styles of leader behavior. The managerial grid thus identifies the propensity of a leader to act in a particular way. The (9,1) style is known as task management which focuses wholly on production. Managers with this style are exceptionally competent with the technicalities of a particular job, but are miserable failures in dealing with people. The (1,9) style in contrast emphasizes people to the exclusion of task performance and is known as country club style of management. The ideal style of leadership, as envisioned by the theory of managerial grid is the (9,9) style or team management style where there is maximum concern for both people and production. The research evidence in favor of the view that managers perform best under (9,9) style is however scanty.

Fiedler (1977) developed the first, and perhaps most popular, situational theory, "Contingency Theory of Leadership Effectiveness". This theory explains that group performance is a result of interaction of two factors. These factors are known as leadership style and the situational favorableness. In Fiedler's model, leadership effectiveness is the result of the interaction between the style of the leader and the characteristics of the environment in which the leader works. The first major factor in Fiedler's theory is known as the leadership style. This is the consistent system of interaction that takes place between a leader and work group. "According to Fiedler, an individual's leadership style depends upon his or her personality and is, thus, fixed". In order to classify leadership styles, Fiedler has developed an index called the *least-preferred coworker* (LPC) scale. The LPC scale

asks a leader to think of all the persons with whom he or she has ever worked, and then to describe the one person with whom he or she worked the least well with.

House (1996) offered in the recent time, as one of the most appreciated theories of leadership, the path-goal theory, which is based on the expectancy theory of motivation. According to this theory, the effectiveness of a leader depends on the following propositions: leader behavior is acceptable and satisfying to followers to the extent that they see it as an immediate source of satisfaction or as instrumental to future satisfaction; leader behavior is motivational to the extent that (1) it makes the followers' needs satisfaction contingent or dependent on effective performance, and (2) it complements the followers' environment by providing the coaching, guidance, support, and rewards necessary for realizing the linkage between the level of their performance and the attainment of the rewards available. The leader selects from any of the four styles of behavior which is most suitable for the followers at a given point of time. These are directive, supportive, participative, and the achievement-oriented according to the need and expectations of the followers. In other words, the path-goal theory assumes that leaders adapt their behavior and style to fit the characteristics of the followers and the environment in which they work. Actual tests of the path-goal theory provide conflicting evidence, and, therefore, it is premature to either fully accept or reject the theory at this point. Nevertheless, the path-goal theory does have intuitive appeal and offers a number of constructive ideas for leaders who lead in a variety of followers in a variety of work

environments.

Hersey and Blanchard's (1985) approach focuses a great deal of attention on the characteristics of employees in determining the appropriate leadership behavior. The point of Hersey and Blanchard is that subordinates vary in readiness level. People is low in task readiness, because of little ability or training or insecurity, need a different leadership style than those who are high in readiness and have good ability, skills, confidence, and willingness to work. According to Hersey and Blanchard, the following are the typical management practices: (1) Adaptability, (2) Aligning performance for success through planning, organizing and delegation, (3) Building relationships/Valuing diversity, (4) Communication, (5) Conflict management/Problem solving, (6) Developing others/Coaching, (6) Ethics, (7) Functional technical skills, (8) Organizational awareness/Strategic thinking and decision-making.

The principal has always been looked up as a leader. Complex organizations such as schools need principals with leadership characteristics to play an active role in steering the organization towards excellence. According to Bush & Middlewood (1997), outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There is no doubt that those seeking quality in education must ensure its presence and the development of potential leaders must be given high priority.

Deal and Peterson (1998) and Lashway (2003), state that effective principals need to be well organized, passionate and creative leaders. Stolp & Smith (1994),

also states that school principals have to be both managers and leaders. As leaders, they have to promote a vision expressing the central values of the school. As managers they develop structures and policies that help to institutionalize the vision. Klinsontoron (2005) also examined the competencies of effective principals. They stated that all principals need to develop essential competencies required for effectively accomplishing their roles.

According to Reichheld (2006), the principals provide valuable insights into their daily practices that foster an environment which is supportive of high-student achievement. These practices are categorized in developing personnel and facilitating leadership, responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change.

Research done by Raju and Srivastava (2014) found that there were significant differences within the execution behavior of principal instructional leadership, teachers' commitment and job satisfaction in effective and less effective schools. Moreover, there is a significant correlation between instructional leadership styles of principal within the teachers' job satisfaction and commitment in effective schools. The principals had practiced and implemented eleven job functions of instructional leadership. Monitoring student progress was the most dominant function implemented, followed by framing school goals, maintaining high visibility, developing and enforcing academic standards (Scott, 2006).

Harris and Muijs (2003) found that students' achievement gains were

found to be related with five factors at the school level: the principals' human resource leadership style and four dimensions of organizational culture. The principal as a leader should be able to implement the most suitable leadership styles that suit his school most. It is important for the principal to possess the ability and capacity in balancing the relationship between productivity and educational objectives along with coping with the stress (Yusuf, 2012). The school principal must develop his or her leadership capacity in developing the styles of leadership and management techniques in order to ensure job satisfaction and effective teaching instructions among teachers.

The research done by Sammons et al (2011) found that leadership affects directly and indirectly on a range of school and classroom processes and effects indirectly on improvements in schools' academic results.

Pearce (2007) found that direction setting, developing people and redesigning the organization were practices common to successful principals in all contexts, including those in challenging, high-poverty schools. These practices manifested varied changes in relation to national context and tradition. Distributed teacher leadership and professional self-renewal emerged as process central to sustaining success. A change in organizational governance was necessary to allow these processes to continue over time.

On the other hand, organizational commitment is widely described in the management and behavioral sciences literature as a key factor in the relationship between individuals and organizations. For example, Raju and Srivastava (2014)

described organizational commitment as the factor that promotes the attachment of the individual to the organization. Employees are regarded as committed to an organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals.

The above authors further argued that the high levels of effort exerted by employees with high levels of organizational commitment would lead to higher levels of performance and effectiveness at both the individual and the organizational level.

The concept of organizational commitment has grown in popularity in the literature on industrial and organizational psychology (Cohen, 2003). Early studies on organizational commitment viewed the concept as a single dimension, based on an attitudinal perspective, embracing identification, involvement and loyalty. According to Steers (2007) an attitudinal perspective refers to the psychological attachment or affective commitment formed by an employee in relation to his identification and involvement with the respective organization.

Reichers (2006) further described organizational commitment as “an attachment to the organization, characterized by an intention to remain in it; an identification with the values and goals of the organization, and a willingness to exert extra effort on its behalf”. Individuals consider the extent to which their own values and goals relate to that of the organization as part of organizational commitment; therefore, it is considered to be the linkage between the individual employee and the organization.

As there seems to be considerable evidence that committed employees are more valuable than those with weak commitment, researches have focused on the identification of organizational factors that can be managed in order to foster employee commitment. A search of the extensive literature reveals a long list of factors that are associated with the development of organizational commitment.

Mowday (20098) has categorized these factors into four major categories of variables: personal characteristics, job characteristics, work experiences and structural characteristics. Other organizational factors that have been suggested to influence organizational commitment include organizational size, organizational culture, leadership style, and human resources management practices that influence salary, career prospects and possibilities for further education. Among these, are some factors such as organizational culture, leadership style, and human resources practices, which could be deliberately manipulated by organizations to influence the levels of organizational commitment in their employees.

The importance of organizational characteristics in the creation and maintenance of employee work attitudes such as organizational commitment has been recognized by authors like Pfeffer (2008). The author argued that organizations that pursue a strategy of increasing employee commitment gain a competitive advantage over other organizations that do not follow a similar strategy. In his book, "The Human Equation: Building Profits by Putting People First", Pfeffer said that firms that pursue high involvement, high performance and

high commitment management practices produce superior economic returns over time. He supports this viewpoint by identifying a set of seven management practices that he believes lead to organizational outcomes related to higher economic returns. These are: (1) employment security; (2) selective hiring; (3) self-managed teams and decentralization of decision making; (4) high compensation contingent on performance; (5) employee training; (6) reduced status differentials and (7) information sharing. He referred to these management practices as people-centered strategies and states that people-centered strategies are an important source of competitive advantage, as they cannot be easily imitated.

Allister (2012) showed through Multiple Regression Analysis that human resources systems (HRM) were significantly associated with variation in steel mini-mills' performance. Pearce (2007) found that organizational investments in employees is associated with significantly higher levels of employee affective commitment as well as higher levels of organizational citizenship behavior, greater intention to stay with the organization and fewer unexcused absences. Whitener (2010:318), using hierarchical linear modeling, found that employee's commitment is significantly related to both actual and perceived HRM practices such as internal promotion, training opportunities and employment security.

The above authors suggest that adopting an integrated set of human resource management practices focusing on commitment can produce high levels of employee affective commitment and subsequent organizational performance. However, the linkage between human resource management practices and

individual level employee commitment need further exploration by researchers.

On the other hand, several authors have associated leaders' characteristics with the development of either organizational commitment or trust. Townsend (2005) believed that vision, empathy, consistency and integrity in a leader could foster the development of trust. They also indicate that leaders generate and sustain trust by acting in ways that produce constancy, congruity, reliability and integrity. Kerfoot (2008) adds to these availability and accessibility, communicating with candor and a willingness to invest in employees.

According to the HRM philosophy, organizational commitment is the joint responsibility of line managers and the human resources department (Matthews, 2010). The way leaders behave as they practice the organization's human resources policies can influence employee's behavior. The interpersonal treatment employees receive from their supervisors such as adequately considering their view points, supporting their personal biases, explaining their decisions and providing feedback timely and applying decision-making criteria consistently could have strong effect on the employee's perceptions of fairness.

Therefore, organizations that have supervisors who treat employees fairly as they enact procedures and HR practices could increase their employee's trust in the organization and supervisors, which will in turn positively affect the levels of organizational commitment.

Relatively, there is still very limited research that supports the argument that organizational characteristics such as the leadership style practiced and the

HRM practices can affect the level of trust and organizational commitment within organizations. Given this situation, it is imperative that more research is done around this area. The present study therefore aims to determine the relationship between organizational factors such as human resource management practices and leadership style with the level of organizational commitment of academics.

It is stated by Kyriakides (2005) that the answer to the question of employee commitment, morale, loyalty and attachment may consist not only in providing motivators, but also to remove demotivators such as styles of management not suited to their context and to contemporary employee aspirations. A management style that encourages employee involvement can help to satisfy employee's desire for empowerment and demand for a commitment to organizational goals.

Wiener (2010) argued that more flexible and participatory management styles can strongly and positively enhance organizational commitment. Organizations need to ensure that their management strategies are aimed at improving employee commitment rather than compliance.

On the other hand, the study of leadership has been an important and central part of the literature on management and organization behavior for several decades. Indeed, no other role in organizations has received more interest than that of the leader. Research has also linked organizational commitment to leadership styles. Berkes (2009) discovered that employees who were allowed to participate in decision-making had higher levels of commitment to the organization. Summers (2007) found that when employees were treated with

consideration, they displayed greater levels of commitment. Allen (2005) reported positive correlations between the leadership behaviors of charisma, intellectual stimulation, individualized consideration, contingent reward, continuance, and normative commitment. Organizational commitment provides a broad measure of the effectiveness of leadership behaviors. This relationship offers a way to further explore the subject of leadership.

All the aforecited literature provided the researcher important inputs in coming up with the different areas that were considered in the evaluation of this study.

Related Studies

The following items are some of the related studies, which show similarities to this study.

Palencia (2015) conducted a study entitled, "Executive Leadership and Organizational Culture of SUCs in Region VIII". Primarily, the study was aimed at determining the profile characteristics, leadership styles of chief executives (President), second-timer executives (Vice-Presidents, College Deans, Campus Directors, and Directors), and the lower level executives (Unit Heads and Chairperson) and the organizational culture of the ten State Universities and Colleges (SUCs) in Region VIII including their leadership styles and the job satisfaction of faculty members. The study revealed that leadership was significantly related with leaders' innovation, research publication and search

engine used.

The study of Palencia bears similarity with the present study because the two studies involved leadership styles as anchorage of their research study. However, the two studies differed in the inclusion of other research variables like leaders' innovation which was not treated in the present study.

A study was conducted by Boller (2015) entitled, "Leadership Styles of Middle Level Managers and Job Satisfaction of Faculty in SUCs: Basis for the Selection of Leaders". The results of the study revealed that most middle managers were exercising transformational leaderships.

The study of Boller is similar to present study in the sense that both studies treated leadership styles as one of the main variables of the two studies. However, the two studies differed in some aspects like the inclusion of organizational commitment in the present was not treated in the study of Boller and the type of leadership which focused on transactional-transformational leadership contrary to the present which was on the autocratic, democratic and laissez-faire leadership. Moreover, the respondents of Boller's study were middle managers from state colleges and universities while the present were public secondary school heads.

Napire (2013), in his study entitled, "Adversity Quotient and Leadership Style in Relation to the Demographic Profile of the Elementary School Principals in the Second Congressional District of Camarines Sur", the following conclusions were identified: 1) Majority of elementary school principals in the Second Congressional District of Camarines Sur demonstrated the democratic style of

leadership. Principal I with four years and above experience as principal who were females, middle-aged, married, and finished masteral degree dominated the three leadership styles; 2) Sex, age, civil status, length of service as principal, highest educational attainment, and position had no significant relationship with leadership styles of elementary school principals; 3) The Adversity Quotient (AQ), control, ownership, reach, and endurance dimensions scores of the elementary school principals was within the “below average” range with mean score lower than the standard mean scores for each dimension; 4) Sex, age, civil status, length of service as principal, highest educational attainment, and position were not significantly related to the Adversity Quotient, control, ownership, reach, and endurance scores of elementary school principals; 5) Leadership styles were not significantly related to the Adversity Quotient, control, ownership, reach, and endurance scores of elementary school principals; 6) No significant interrelationship existed between demographic profile, leadership style and adversity quotient; 7) Pointers for the improvement of leadership style and adversity quotient were put forward not only for principal themselves, but also to DepEd, Camarines Sur and the colleges and universities offering graduate programs.

Based on the findings of the study, the following were recommended: 1) the awareness of different leadership styles and their appropriate application in different types of schools with different goals which provided a more focused perception of the needs of teachers and students in their organization; 2) the

insignificant relationship of the demographic profile and leadership style confirmed that there was a consistency of leadership style preferences of the elementary school principals that they had to maintain it; 3) the present level of Adversity Quotient and CORE dimension scores among principals must be improved since most of them obtained “below average” to “low” ratings and this could be done through stress management training workshop; 4) the insignificant results on the relationship between demographic profile and adversity quotient scores and their dimensions would require more management trainings to be offered to the principals to meet the changing needs of education with the understanding that the most effective leaders display characteristics of responding most effectively to adversities; 5) the insignificant outcomes of the relationship between leadership style and Adversity Quotient and CORE skills could not be discounted and DepEd may consider the possibility of integrating adversity quotient in their job description to improve school leaders manner of facing difficulties; 6) a model that best-fit for the interrelationship among demographic profile, leadership style and adversity quotient be developed to determine the predictive variables of adversity quotient, and 7) pointers from the study can be codified for use in the formulation of policies relative to the organization and operation of the schools.

Napire suggested for future researches to include: 1) government agencies as well as other organizations may duplicate this study in evaluating performance of their middle level managers, 2) curriculum developer may include and consider

the present study in developing a curriculum in the graduate program, and 3) further study be conducted to determine the best-fit model for the interrelationship among demographic profile, leadership style and adversity quotient.

The study of Napire has similarity with the present study in the sense that both are concerned with the leadership styles of school administrators though they differ in their reference. The former is concerned on the significance of interrelationship among demographic profile, leadership style and Adversity Quotient, while the present study is on the leadership styles and management practices of secondary school heads, its effect on teachers' organizational commitment.

Moore (2012) did a study entitled, "Ethical Climate, Organizational Commitment, and Job Satisfaction of Full-Time Faculty Members". The purpose of this quantitative study was to better understand the relationship of perceived ethical climate on the organizational commitment and job satisfaction of full-time faculty members in institutions of higher education. Analysis of data gathered found significant differences in self-reported levels of organizational commitment and job satisfaction for full-time faculty members with regards to type of perceived ethical climate (i.e. egoism, benevolence, and principled). Results of this study also indicated that gender differences play a significant role in the self-reported level of organizational commitment. Females reported higher levels of organizational commitment than their male counterparts. There was no significant difference in

the self-reported levels of job satisfaction based upon gender differences. Finally, the results of the study included a significant and positive correlation between the total organizational commitment scores and the total job satisfaction scores of respondents.

The study of Moore is very much similar to the present study since the main variables involved in both studies pertained to organizational commitment and teachers. In a sense, the two studies differed in focus. The study of Moore was concerned on the relationship between organizational commitment and job satisfaction while the present study tried to determine if management practices and leadership styles of school heads influence teachers' organizational commitment.

Gehlawat (2012) made a study entitled, "Organizational Commitment in relation to Job Satisfaction and Work Motivation of Secondary School Teachers Working in Different Types of Schools". The study was planned to ascertain the effect of type of schools, job satisfaction, work motivation, gender and teaching experience on the organizational commitment of the teachers. The findings of the study reported significant main effects of type of schools and gender on the organizational commitment of the teachers whereas the triple interaction effect of the variables type of schools, job satisfaction and gender on organizational commitment was found to be non-significant. Significant interaction effects of type of schools and job satisfaction; job satisfaction and gender, and type of schools and gender were found on the organizational commitment of the teachers. On

exploring the effect of type of schools, work motivation and teaching experience on the organizational commitment, work motivation and teaching experience were found to have a significant main effect on the organizational commitment of the teachers. The study further revealed a significant double interaction effect of work motivation and teaching experience on the organizational commitment of teachers.

The study of Gehlawat is deemed similar to the present study since both study involved organizational commitment of teachers. The difference between the studies though is on other variables used like work motivation and job satisfaction which were not considered in the present study but instead, on management practices and leadership styles.

The findings of Suraya and Yunus (2012) in their study entitled, "Principal Leadership Styles in High-Academic Performance of Selected Secondary Schools in Kelantan Darulnaim", suggested that most of the teachers had positive views towards the principal leadership styles in enhancing teaching-learning process in their schools. It was also identified that there was a sense of awareness and consciousness among teachers on the role of principal in ensuring and determining academic excellence. The principal was generally perceived to display a high degree of transformational leadership, especially in the domain of inspirational influence, which ranked highest in terms of frequency of occurrence. This was followed by the leadership attributes of intellectual stimulation and charisma, which were also displayed rather in frequently, or at least, sometimes.

Comparatively, the principals' individualized consideration was the least observed behavior. Perhaps, this can be explained by the notion that was humanly impossible and unworkable for one person (the principal himself) to give individual attention to every teacher in the school in every area of need. Conclusively, strong principal leadership was perceived to be one of the most important contributory factors to a school's success. Other important factors included a more disciplined environment, better academic approach in teaching and learning process, teachers' dedication and cooperation, team spirit, good teacher-student relationship, students' improved attitude towards education, and the emphasis on the importance of the national language.

The study of Suraya and Yusuf has similarity with the present study in the sense that both are concerned with the leadership styles of secondary school heads though they differ in their variable. The former is concerned on the leadership styles to obtain high academic performance, while the present study was concerned both on the leadership styles and management practices of secondary school heads their impact to teachers' commitment as a classroom teacher.

Manaog (2011) did a study entitled, "Background Characteristics, Empowerment, and Professional and Organizational Commitment of the Faculty of State Universities in Region VIII" for the purpose of determining the relationships between organizational commitment with background characteristics and empowerment. Results revealed that background characteristics such as gender, educational attainment, and self-esteem were not

related to organizational commitment.

The above study is related to the present study in terms of the variable on organizational commitment. The two studies differ in that the other variables such as empowerment and professional commitment were not treated in the present study.

Based on the findings of the study of Canivel (2010), on Principals' Adversity Quotient (AQ): Styles, Performance and Practices, the following conclusions were drawn: (1) The adversity quotient profile measured the principals' adversity quotient to improve oneself in dealing with difficulties encountered in school; (2) The four dimensions of AQ measure exactly the AQ of an individual. The more control one had, the more one had to take positive action. Origin and ownership stood for blame and accountability. The reach dimension evaluated how far hardship affected one's life and endurance took action on how adversity last; (3) The AQ of principals in Rizal was not generally far behind the standards provided by Stoltz in 2009; (4) The principal respondents preferred participating leadership styles followed by selling and delegating as against telling leadership styles; (5) If one wanted to succeed as leader, one must not stick with only a single leadership style, but made use of other styles that may fit the situation; (6) The AQ was very important for a principal to succeed in his/her performance and practices in school; (7) The principals were mostly at age 50 years old, female, married, with continuing studies, served as faculty for 21 years and held the principalship for less than 5 years; (8) Though the principals'

AQ resulted in a very weak or no relationship with leadership style still the researcher believed that AQ had something to do with leading, and (9) The researcher held that her school visitations to gather and interview her respondents she had noted the exemplary characteristics of principals.

The study of Canivel is comparable with the present study in the sense that both studies evaluated the leadership styles of school heads, however, they differ in their reference. The former assessed the adversity quotient of the leadership style, performance and practices while the present study evaluated the leadership styles and management practices and its effect to teachers' organizational commitment.

The study of Conul (2010), entitled, "Background Characteristics and Leadership Skills of Principals and Academic Performance of Senior High School Students in the Division of Ormoc City". The study revealed that these factors, the background characteristics and the leadership skills had no significant relationship with academic performance of the students. This implied that these two independent variables did not predict the academic performance of the students. Low correlations were established. This was maybe due to the small sample size for only 9 principals were studied. It was recommended that a bigger sample size be considered by future researchers.

However, the results also showed the level of leadership skills of the principals and the academic achievement of the students in a given test. For this, the group concerned will have to focus in strengthening the principals' leadership

skills and improve areas where the management function is quite wanting. This could also be an eye opener to the administrators in Ormoc City Division to supervise classroom instruction and curricular activities rigidly, aiming at the improvement of the students' academic performance.

Furthermore, the demographic profile of the principal-respondents suggested that most of the principals of the secondary schools in Ormoc City Division had taken graduate studies and graduates of master's degree in education. Only one principal was a doctorate holder while majority were master's degree holders.

The above study is related to the present study in terms of one of the variables used, both were focused on the leadership style. It differed on the respondent aspect, the former used the student-respondents, while the present study used the teacher-respondents. The former was concerned on the leadership styles to obtain students' high academic performance, while the present study was concerned both on the leadership styles and management practices of secondary school heads its influence to teachers' commitment in the organization.

From the study of Raagas (2008), entitled, "Predictors of Teachers Performance" he found out that one of the predictors of the teachers' performance was the leadership style practiced by the administrators, from the supervisors to the school heads. The teachers aimed to excel in their performance, however it was suppressed by the autocratic and demanding attitudes of the superiors. Moreover, there was the dependency relationship between the attitude of the superiors and

the performance of the teachers.

From the findings of the study, Raagas recommended that the superior consider humanism in dealing with their subordinate-teachers. While teachers aimed to professionally grow in the teaching profession, superior must support them and even encourage them through advance education.

The two studies are related since both delved on the performance of the teachers as influenced by the leadership styles practiced by the school heads. They differ however in the scope of the study. The former considered influence of all superiors or administrators as the predictors of teachers' performance, while the present study considered the level of performance of school principals in relation to principals' profile.

McMahon (2007) conducted a study entitled, "Organizational Commitment, Relationship Commitment and Their Association with Attachment Style and Locus of Control". This exploratory study determined if individuals commit to their organizations as they do to partners in their personal relationships, and if dimensions of each commitment are related to attachment style and locus of control. Results revealed that age and locus of control were related to affective commitment, and age remained a significant predictor of affective commitment when locus of control was held constant.

The study of McMahon is related to the present study because they involved organizational commitment as one of the variables. However, the previous study was after the association between organizational commitment and

commitment to relationship between partners while the present study was on the influence of management practices and leadership styles on organizational commitment.

In the light of the findings of the study of Cajurao (2006), entitled, "Professional Opportunities: Their Implications to Teachers Performance in the State Colleges in Samar", he concluded that the professional opportunities in some state colleges in the Province of Northern Samar were given only to a selected few, particularly to those who were close to the administrators. In further conclusions, he stated that professional opportunities given by the administrators did not significantly affect the teachers' performance.

In relation to the conclusions derived by Cajurao, he recommended the following: 1) equal in the giving of the professional opportunities in state colleges must be observed by the administrators to maintain a favorable atmosphere and to uphold the morale of its personnel; 2) state colleges should continue giving professional opportunities not only to upgrade competence and improve performance, but also for professional growth which was necessary in the accreditation of the institution, and 3) in order to synchronize the system of giving professional opportunities in the state colleges, a personnel development program was recommended for implementation.

The study of Cajurao is in parallel with the present study in the sense that both studies delved on the teachers' performance, however, they differ in the variable of the study. The former considered the professional opportunities and

their implications to teachers' performance, while the present study considered the leadership styles and its impact to teachers' level of commitment.

De Vera (2006) in his study entitled, "The Personality Traits and Professional Competencies of Administrators in Hindang District, Leyte Division as Perceived by their Teachers", revealed the following findings: 1) in-service training program imbued the ability to both the administrators and the teachers for the improvement of classroom activities; 2) cultural and professional societies improved teaching competencies, and 3) summer and vacation classes stimulated self-improvement of teaching.

The study of De Vera is parallel to this present study for the reason that both studies attempted to assess performance, but because the former study delved on the attitudes and competencies of the administrators and the present study on the extent of leadership style practiced by secondary school heads and its influence to the commitment of the teachers, they differed from each other.

The above-cited literature and studies were instrumental in helping the researcher in gaining insights as to the processes that were involved in this study.

Chapter 3

METHODOLOGY

This chapter presents the research design, instrumentation, validation of instrument, the sampling procedure, data gathering procedure and the statistical treatment of data.

Research Design

The descriptive-correlational research design was employed in this study. It identified the profiles of the school head-respondents and teacher-respondents, their perceptions of the management practices and leadership styles of school heads, and the organizational commitment of teacher-respondents. After which, the perceptions of the two groups of respondents along management practices and leadership styles were compared.

The study then employed correlational analysis to determine the relationships between management practices and profile variates of school head-respondents, and the relationship between management practices of school heads and the organization commitment of the teacher-respondents.

Frequency counts, percentages, weighted means, t-test for independent samples, chi-square test, and Pearson- product- moment correlation coefficient were utilized to analyze the data statistically.

Instrumentation

This study made use of a questionnaire to gather the necessary data to answer the specific questions. The questionnaire consisted of three parts for the school head-respondents and four parts for the teacher-respondents.

For the school head-respondents, Part I solicited information regarding the number of teachers supervised, years in the service, and place of assignment. Part II was composed of several indicators intended to determine the management practices of school heads along the eight domains. Each indicator was responded using the following scales: 1 = almost never true, 2 = seldom true, 3 = occasionally true, 4 = frequently true and 5 = almost always true. The indicators were formulated by the researcher based on her readings of the literature. Part III was a leadership style inventory consists of 30 indicators which were developed by Georgia's Leadership Institute for School Improvement (2007). Each indicator was responded to using the following scales: 1 - Almost Never True, 2 - Seldom True, 3 - Occasionally True, 4 - Frequently True and 5 - Almost Always True.

For the teacher-respondents, Part I sought personal information such as age, sex, civil status, educational attainment, years of teaching experience and performance rating. Part II and Part III consist of indicators intended to determine the perceived management practices along the eight domains and leadership styles of school heads, respectively. The indicators for the management practices were parallel to that of the indicators for school head-respondents including the responses. Part IV pertained to the level of organizational commitment. In this

part, the researcher used the Organizational Commitment Questionnaire by Mowday (2009). The said questionnaire consisted of 28 indicators where each statement was on a 5-point scale with scale point anchors labeled as: 1 = almost never committed, 2 = slightly committed, 3 = moderately committed, 4 = very committed and 5 = almost always committed.

Validation of the Instrument

The researcher drafted the questionnaire and to ensure validity, said questionnaire was presented to one member of the panel committee and to her adviser. After integrating the comments and suggestions, printed were 15 copies of the questionnaire for the school head-respondents and 15 copies of the questionnaire for the teacher-respondents. The questionnaire was personally delivered and administered to 15 school heads and 225 teachers from 15 schools in Calbayog City Division, Calbayog City. The said questionnaires were also retrieved personally by the researcher and the retrieval of the accomplished questionnaire took the researcher three days which included the administration. After a week, the same questionnaires were administered again to same school heads and teachers.

The data collected were encoded in Microsoft Excel and using test-retest, the Pearson Product Moment Correlation coefficient obtained was 0.91 interpreted as reliable for group research.

Sampling Procedure

The respondents obtained the list of all public secondary high schools including the number of teachers and the names of the school heads from the Samar Division Office, Catbalogan City Division Office, assigned to public secondary high schools of Samar Division including Catbalogan City Division as reflected in Appendix A. The letter also solicited the Schools Division Superintendents and school heads to administer the questionnaires as part of the conduct of the study.

A total of 60 school heads coming from 60 schools were taken as samples and a population of 320 male teachers and 875 female teachers for a total of 1195 teachers. The actual sample size was reduced to 84 male teachers and 217 female teachers for a total of 301 respondents after employing stratification and Yamane's formula (1967).

Data Gathering Procedure

After determining and identifying the school heads and number teacher-respondents, the researcher personally delivered, administered and retrieved the accomplished questionnaires. Data gathering started during the first week of January 2016 and it took the researcher three weeks to field the questionnaires including the retrieval, starting December 21, 2015 to February 2016.

From the retrieved questionnaires, the data were encoded in Microsoft EXCEL in preparation for the statistical analysis. Statistical analysis was done at

the Graduate School Statistical Center of the Samar State University (SSU), Catbalogan City.

Statistical Treatment of Data

The data collected were encoded and tabulated accordingly and had undergone the following descriptive and inferential statistical tests.

Chi-square test. This was used to determine the difference between the school head-respondents and the teacher-respondents of the leadership styles of school heads.

Frequency Count and Percentage. This was used in reporting the profile of the school head-respondents in terms of the number of teachers supervised, years in the service, and place of assignment. On the part of the teacher-respondents, the same was used in reporting age, sex, civil status, educational attainment, years of teaching experience, and performance rating.

Mean. This statistical measure was used to determine the quantitative characteristic on age, years of service, teaching experience and performance rating.

Weighted means. This was used to determine the management practices of school heads and organizational commitment of teacher-respondents.

t-test for independent samples. This was used to test the significant difference in perceived management practices between the school head-respondents and teacher-respondents.

Pearson r. This was employed to determine the relationships between

paired variables like profile and management practices, management practices and leadership style, and management practices and organizational commitment.

Values of r	Interpretation
$\pm 0.00 - \pm 0.20$	Negligible Correlation
$\pm 0.21 - \pm 0.40$	Low/Slight Correlation
$\pm 0.41 - \pm 0.70$	Marked/Moderate Correlation
$\pm 0.71 - \pm 0.90$	High Correlation
$\pm 0.91 - \pm 0.99$	Very High Correlation
± 1.00	Perfect Correlation

Moreover, statistical tests of data were facilitated using the Statistical Package for Social Scientists (SPSS) at 0.05 significance level, two-tailed.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the pertinent data gathered, the analysis done as well as its corresponding interpretation of data gathered in connection with the specific questions posed in the study.

Profile of School Head-Respondents

The profile of the school head-respondents in terms of number of teachers supervised, years in service and place of assignment are presented and discussed below.

Number of Teachers Supervised. Table 1 gives the number of teachers supervised by school head-respondents.

Table 1

Number of Teachers Supervised

Number of Teachers	f	Percent
> 40	5	8.3
37 - 40	2	3.3
33 - 36	3	5.0
29 - 32	6	10.0
25 - 28	3	5.0
21 - 24	3	5.0
17 - 20	5	8.3
13 - 16	15	25.0
9 - 12	11	18.3
5 - 8	7	11.7
Total	60	100.00
Mean	23 teachers	
SD	2 teachers	

As can be gleaned from the Table, 15 or 25.0% of the school head-respondents were supervising 13-16 teachers. This was followed by 11 or 18.3% of them supervising 9-12 teachers. More than 40 teachers were the highest number of teachers under the supervision of 5 or 8.3%. The lowest number of teachers supervised was 5-8 teachers by seven or 11.7% of the school head-respondents.

The mean number of teachers supervised was 23 teachers with a standard deviation of 2 teachers.

Years in Service. Table 2 shows the distribution of school head-respondents in terms of number of the years of service.

Table 2
Years in Service

Years in Service	f	Percent
41 - 45	1	1.7
36 - 40	0	0
31 - 35	4	6.7
26 - 30	6	10.0
21 - 25	18	30.0
16 - 20	8	13.3
11- 15	8	13.3
6 - 10	6	10.0
1 - 5	8	13.3
< 1	1	1.7
Total	60	100.00
Mean		18.02 yrs
SD		9.62 yrs

About 18 or 30.0% of the school head-respondents had been in service for

21-25 years. Next were 8 or 13.3% of them had been in the service for 16-20 years, 11-15 years and 1-5 years, respectively. The longest year of service was 41-50 years by one or 1.7% of the school head-respondents. The shortest length of service was below 1 year by one or 1.7% of the school head-respondents.

The mean length of service was 18.02 years accompanied by a standard deviation of 9.62 years.

Place of Assignment. Presented in Table 3 is the distribution of school head-respondents according to their place of assignment.

Table 3

Place of Assignment of School Head-Respondents

Place of Assignment	F	Percent
Upland	13	21.7
Lowland	28	46.6
Coastal	19	31.7
Total	60	100.00

Revealed in Table 3 were 28 or 46.6% of the school head-respondents who were assigned in lowland schools, 19 or 31.7% in coastal areas and 13 or 21.7 in upland schools.

Profile of Teacher-Respondents

This section presents the profile variates of the teacher-respondents along age, sex, civil status, educational attainment, years of teaching experience and performance rating.

Age and Sex. Table 4 shows the distribution of school head-respondents according to their age and sex. About 56 or 18.6% of the teacher-respondents were 33-36 years old consisting of 21 or 7.0% males and 35 or 11.6% females. Next were 42 or 14.0% at aged between 25-28 years old composed of 13 or 4.3% of the males and 29 or 9.6% of the females. The oldest was 61-65 years old by three or

Table 4
Age and Sex Distribution of Teacher-Respondents

Age (in yrs)	Respondents' Category				Total	Percent
	Male		Female			
	F	Percent	F	Percent		
61 - 64	2	0.7	1	0.3	3	1.0
57 - 60	1	0.3	9	3.0	10	3.3
53 - 56	4	1.3	9	3.0	13	4.3
49 - 52	4	1.3	14	4.7	18	6.0
45 - 48	8	2.7	21	7.0	29	9.6
41 - 44	8	2.7	22	7.3	30	10.0
37 - 40	7	2.3	24	8.0	31	10.3
33 - 36	21	7.0	35	11.6	56	18.6
29 - 32	6	2.0	34	11.3	40	13.3
25 - 28	13	4.3	29	9.6	42	14.0
21 - 24	8	2.7	16	5.3	24	8.0
NS	2	0.7	3	1.0	5	1.7
Total	84	27.9	217	72.1	301	100.00
Percent	27.91	33.22	72.09		100.00	
Mean	36.67 yrs		37.43 yrs		37.22 yrs	
SD	9.93 yrs		9.86 yrs		9.87 yrs	

1.0% of the teacher-respondents made up of two or 0.7% males and one or 0.3% female. The youngest were 21-24 years old by 24 or 8.0% of the teacher-respondents. However, five or 1.7% of the teacher-respondents did not reveal their age.

The mean age of the teacher-respondents was 37.22 years with a standard deviation of 9.87 years.

Civil Status. Table 5 reflects the distribution of teacher-respondents in terms of their civil status. As can be gleaned from the Table 5, 196 or 65.1% of the teacher- teacher-respondents were married, 84 or 27.9% were still single, 11 or 3.7% were widow(er) and six or 2.0% were separated from their partners. Four of 1.3% of the teacher-respondents did not indicate their civil status.

Table 5

Civil Status of Teacher-Respondents

Civil Status	f	Percent
Single	84	27.9
Married	196	65.1
Separated	6	2.0
Widow/er	11	3.7
Not Specified	4	1.3
Total	301	100.00

Educational Attainment. The distribution of teacher-respondents with regards to their educational attainment is provided in Table 6. One hundred sixty-three or 54.2% of the teacher-respondents had earned units in masteral programs;

71 or 23.6% were BEED and BSEd graduates, and 48 or 15.9% were masteral graduates. Still on educational attainment, nine or 3.0% were doctoral graduates and masteral CAR holders, respectively. One or 0.1% of the teacher-respondents however, did not indicate his or her educational attainment.

Table 6
Educational Attainment of Teacher-Respondents

Educational Attainment	f	Percent
Doctoral Units	9	3.0
Masteral Graduate	48	15.9
Masteral CAR	9	3.0
Masteral Units	163	54.2
BEED/BSED Graduate	71	23.6
Not Specified	1	0.3
Total	301	100.00

Performance Rating. Table 7 shows the performance rating of the teacher-respondents for the past three years. As can be gleaned from the entries of Table 7, the performance ratings of the teacher-respondents for the last three years is very satisfactory. Only a few had satisfactory and outstanding performance.

Table 7
Performance Rating of the Teacher-Respondents
for the Past Three Years

Performance Rating	Year 1 (2012-2013)		Year 2 (2013-014)		Year 3 (2014 - 015)	
	f	Percent	F	Percent	f	Percent
Satisfactory	0	0.00	2	0.66	3	1.00
Very Satisfactory	262	87.04	247	82.06	225	74.75
Outstanding	34	11.30	29	9.63	19	6.31
Not Specified	5	1.66	23	7.64	54	17.94
Total	301	100.00	301	100.00	301	100.00

Management Practices of School Head as Perceived by School Head-Respondents and Teacher-Respondents

The different management practices of school heads as perceived by school head-respondents and teacher-respondents along the domains of adaptability; aligning performance for success through planning, organizing, and delegation; building relationships/valuing diversity; communication; conflict management/problem solving; developing others/coaching; ethics; and organizational awareness/strategic thinking and decision making are presented in several tables in the succeeding pages.

Adaptability. Table 8 reflects the weighted mean of the indicators used to determine the perceptions of school head-respondents and teacher-respondents along the management practice of adaptability.

Table 8
Management Practices of the School Heads as Perceived by
School Head-Respondents Themselves and the
Teacher-Respondents along Adaptability

Indicators	School Head		Teacher	
	Weighted Means	Inter-pretation	Weighted Means	Inter-pretation
1. I readily adapt changes in the educational system.	4.45	HP	4.52	VHP
2. I am not hesitant to implement new ideas about effective management.	4.50	HP	4.48	HP
3. I am willing to be assigned to other schools.	4.08	HP	4.02	HP
4. I maintain effectiveness when experiencing change.	4.18	HP	4.32	HP
5. I am optimistic and have the courage to take calculated risks.	4.28	HP	4.33	HP
6. I am tolerant of ambiguity.	3.88	HP	3.88	HP
7. I am flexible, open and receptive to new ideas and approaches.	4.67	VHP	4.45	HP
8. I respond positively to change, embracing and using new practices or values to accomplish goals and solve problems.	4.52	VHP	4.44	HP
9. I adapt approaches, goals, and methods to achieve solutions and results in dynamic situations.	4.40	HP	4.39	HP
10. I cope well and help teachers deal with the ongoing demands of change; see and show teachers the benefits of change.	4.55	VHP	4.32	HP
11. I recover quickly from setbacks, and finds alternative ways to reach goals or targets.	4.37	HP	4.32	HP
12. I manage change in a way that reduces the concern experienced of teachers and clarifies priorities when leading change.	4.33	HP	4.26	HP
Grand Mean	4.35	HP	4.31	HP

Legend: 4.51-5.00 Very Highly Practiced (VHP)
3.51-4.50 Highly Practiced (HP)
2.51-3.50 Moderately Practiced (MP)
1.51-2.50 Slightly Practiced (SP)
1.00-1.50 Not Practiced (NP)

Table 8 shows that both the school head-respondents and the teacher-respondents had different perceptions of the management practice along adaptability particularly on indicator 1, (I readily adapt changes in the educational system) which was perceived by the school head-respondents at 4.45 and interpreted as “highly practiced”, the teacher-respondents’ 4.52, and interpreted as “very highly practiced”. Indicators 7 which said “I am flexible, open and receptive to new ideas and approaches” was perceived by the school head-respondents at 4.67, and interpreted as “very highly practiced”. This perception was negated by the teacher-respondents at a weighted mean of 4.45 and interpreted as “highly practiced” only. The same perception of “very highly practiced” was also the rating given by the school head-respondents of indicator 8 (I respond positively to change, embracing and using new practices or values to accomplish goals and solve problems) at 4.52 and indicator 10 (I cope well and help teachers deal with the ongoing demands of change; see and show teachers the benefits of change) at a rating of 4.55. These two indicators (8 and 10) were perceived by the teacher-respondents at 4.44 and 4.32 interpreted as “highly practiced”. The rest of the indicators (2, 3, 4, 5, 6, 9, 11 and 12) obtained a weighted mean rating of 3.51-4.50 by both groups of respondents which was interpreted as “highly practiced”.

The overall perception of both respondents of the study was the same along the management practice of adaptability between the school head-respondents

and the teacher-respondents as evidenced by a grand mean of 4.35 and 4.31 and interpreted as “highly practiced”.

Aligning Performance for Success through Planning, Organizing, and Delegation. In Table 9 are presented the weighted means of the indicators intended to measure the perceptions of the school head-respondents and the teacher-respondents of the management practice pertaining to aligning performance for success through planning, organizing, and delegation.

Of the twelve indicators pertaining to aligning performance for success through planning, organizing, and delegation, three indicators obtained weighted mean ratings of 4.51-5.00 interpreted as “very highly practiced”, from school-head respondents. However, a lower level of performance was perceived by the teacher-respondents at a value of 3.51-4.50 interpreted as “highly practiced” only. These were indicator 3 (I create a learning environment for all teachers) at 4.53 from the school head-respondents and 4.32 from the teacher-respondents, and indicator 4 (I share responsibility and accountability by allocating decision making authority and responsibility among teachers) at 4.63 and 4.38, respectively. The remaining indicators obtained the weighted means of 3.15-4.51 from both groups of respondents interpreted as “highly practiced”.

The overall perceptions of the two groups of respondents as to aligning performance for success through planning, organizing, and delegation was the same as supported by grand means of 4.37 and 4.26 which fell in the 3.15-4.50, thus interpreted as “highly practiced”.

Table 9

**Management Practices of the School Heads as Perceived by School
Head-Respondents Themselves and the Teacher-Respondents
Along Aligning Performance for Success through Planning,
Organizing, and Delegation**

	Indicators	School Head		Teacher	
		Weighted Means	Inter-pretation	Weighted Means	Inter-pretation
1.	I focus and guide teachers in accomplishing work operations and objectives.	4.45	HP	4.32	HP
2.	I scope out length and difficulty of tasks/projects and establish an approach to achieve school goals.	4.23	HP	4.26	HP
3.	I create a learning environment for all teachers.	4.53	VHP	4.32	HP
4.	I share responsibility and accountability by allocating decision making authority and responsibility among teachers.	4.63	VHP	4.38	HP
5.	I measures performance against school goals and evaluate results.	4.40	HP	4.26	HP
6.	I provide timely guidance, feedback, and clarification of expectations.	4.37	HP	4.24	HP
7.	I focus and guide teachers in accomplishing work operations and school objectives.	4.45	VHP	4.32	HP
8.	I identify the sequence of tasks and the resources needed to achieve a goal, and prioritize key action steps.	4.45	VHP	4.27	HP
9.	I seek and use teachers' input about critical actions, timelines, sequencing, scope, methodology, expected outcomes, and priorities.	4.17	HP	4.18	HP
10.	I create realistic schedules for projects and follow them and evaluate progress against schedule and goal.	4.30	HP	4.20	HP
11.	I monitor and evaluate social, fiscal, and political trends that affect school plans and prepares strategies to deal with problems or drastic changes	4.23	HP	4.17	HP
12.	I evaluate proposed actions and timelines against school mission and values and integrate the current plan with other plans as needed to achieve the overall mission.	4.28	HP	4.19	HP
Grand Mean		4.37	HP	4.26	HP

Legend: 4.51-5.00 Very Highly Practiced (VHP)

3.51-4.50 Highly Practiced (HP)

2.51-3.50 Moderately Practiced (MP)

1.51-2.50 Slightly Practiced (SP)

1.00-1.50 Not Practiced (NP)

Building Relationships/Valuing Diversity. The weighted means of the different indicators for the management practice along building relationships/valuing diversity from both groups of respondents are given in Table 10.

Of the eleven indicators, six indicators showed a difference in perceptions between the school head-respondents and the teacher-respondents. These were indicators 2 (I appreciate and leverage the capabilities, insights and ideas of teachers, weighted mean = 4.57); 3 (I have the ability to collaborate, motivate, and work effectively with teachers, weighted mean = 4.55); 5 (I maintain an open, approachable manner, and treat teachers fairly and respectfully to preserve teachers' self-confidence and dignity, and shows regard for their opinions, weighted mean = 4.68); 7 (I build rapport by listening to, discussing and negotiating with, and rewarding, encouraging, and motivating teachers, weighted mean = 4.57); 9 (I celebrate school success and achievement and support the good ideas of teachers, weighted mean = 4.52), and 10 (I promote the contributions and accomplishments of teachers to those concerned, weighted mean = 4.60) with the weighted means falling between 4.51-5.00, thus interpreted as "very highly practiced" by the school head-respondents.

Against this perception of the school heads, the teacher-respondents rated the same indicators between 3.51-4.50 and interpreted as "highly practiced". The rest of the indicators were rated by the two respondents as between 3.51-4.50 and is interpreted as "highly practiced".

Table 10

**Management Practices of the School Heads as Perceived by School
Head-Respondents Themselves and the Teacher-Respondents
Along Building Relationships/Valuing Diversity**

Indicators	School Head		Teacher	
	Weighted Means	Inter-pretation	Weighted Means	Inter-pretation
1. I seek, develop and utilize collaborative relationships to facilitate the accomplishment of work goals.	4.48	HP	4.34	HP
2. I appreciate and leverage the capabilities, insights and ideas of teachers.	4.57	VHP	4.29	HP
3. I have the ability to collaborate, motivate, and work effectively with teachers.	4.55	VHP	4.40	HP
4. I advocate and take actions to increase diversity in the school.	4.45	HP	4.29	HP
5. I maintain an open, approachable manner, and treat teachers fairly and respectfully to preserve teachers' self-confidence and dignity, and shows regard for their opinions.	4.68	VHP	4.34	HP
6. I seek and consider ideas of teachers who are reluctant to express their points of view and anticipate and recognize the concerns of other teachers, even if those concerns are not openly expressed.	4.45	HP	4.22	HP
7. I build rapport by listening to, discussing and negotiating with, and rewarding, encouraging, and motivating teachers.	4.57	VHP	4.32	HP
8. I seek to resolve confrontations and disagreements constructively and focus on the situation, issues, or behaviors, rather than on the teacher.	4.42	HP	4.25	HP
9. I celebrate school success and achievement and support the good ideas of teachers.	4.52	VHP	4.32	HP
10. I promote the contributions and accomplishments of teachers to those concerned.	4.60	VHP	4.29	HP
11. I demonstrate a balance between building rapport and getting the work done inside the school.	4.47	HP	4.32	HP
Grand Mean	4.52	VHP	4.31	HP

Legend: 4.51-5.00 Very Highly Practiced (VHP)
 3.51-4.50 Highly Practiced (HP)
 2.51-3.50 Moderately Practiced (MP)
 1.51-2.50 Slightly Practiced (SP)
 1.00-1.50 Not Practiced (NP)

As a whole, the two groups of respondents differed in their perceptions on the management practice along building relationships/valuing diversity. To the school head-respondents, they perceived it as “very highly practiced” supported by a grand mean of 4.52. To the teacher-respondents, on the other hand, their grand mean was 4.31 and interpreted as “highly practiced”.

Communication. Table 11 reflects the perceptions of the two groups of respondents on the management practices of school heads along communication in terms of the weighted means of the indicators.

Of the nine indicators for the management practices along to communication, four indicators revealed a difference in perceptions between the school head-respondents and the teacher-respondents. The four indicators obtained a weighted mean rating from the school head-respondents at 4.51-5.00, interpreted as “very highly practiced”. On the other hand, same indicators obtained the weighted mean ratings of 3.51-4.50 from the teacher-respondents and interpreted as “highly practiced”.

The indicators were indicator 1 (I convey information clearly and concisely to teachers either verbally or in writing to ensure they understand the information and message) at a weighted mean of 4.62 from the school head-respondents and 4.32 from the teacher-respondents; indicator 3 (I listen and respond appropriately to the needs of teachers) at 4.55 and 4.22; indicator 5 (I present information among teachers clearly, concisely, and logically; and focus on key points) at 4.57 and 4.35, and indicator 6 (I give teachers time to process information and ask questions

Table 11

Management Practices of the School Heads as Perceived by School Head-Respondents Themselves and the Teacher-Respondents Along Communication

Indicators	School Head		Teacher	
	Weighted Means	Inter-pretation	Weighted Means	Inter-pretation
1. I convey information clearly and concisely to teachers either verbally or in writing to ensure they understand the information and message.	4.62	VHP	4.32	HP
2. I present information suited to the characteristics and needs of the teachers.	4.50	HP	4.27	HP
3. I listen and respond appropriately to the needs of teachers.	4.55	VHP	4.22	HP
4. I use correct vocabulary and grammar and avoid slang and offensive language when talking with teachers.	4.35	HP	4.30	HP
5. I present information among teachers clearly, concisely, and logically; and focus on key points.	4.57	VHP	4.35	HP
6. I give teachers time to process information and ask questions during meetings.	4.67	VHP	4.34	HP
7. I read teachers' actions, and adjust tone and style accordingly.	4.37	HP	4.22	HP
8. I use plain talk to explain complex or technical concepts; and vary content, style, and form to suit the subject, the purpose, and the needs of the teachers.	4.50	HP	4.34	HP
9. I capture and hold teachers' attention, and use language, inflection, pauses, and body language for increased impact.	4.22	HP	4.23	HP
Grand Mean	4.48	HP	4.29	HP

Legend: 4.51-5.00 Very Highly Practiced (VHP)
 3.51-4.50 Highly Practiced (HP)
 2.51-3.50 Moderately Practiced (MP)
 1.51-2.50 Slightly Practiced (SP)
 1.00-1.50 Not Practiced (NP)

during meetings) at 4.67 and 4.34. In the remaining indicators, both groups of respondents rated the indicators at 3.51-4.50 which meant that both groups had “highly practiced” perceptions on communication.

The overall perceptions of the two groups of respondents were the same along the management practice of communication which is “highly practiced” as supported by the grand means of 4.48 and 4.29.

Conflict Management/Problem Solving. Presented in Table 12 are the weighted means and corresponding interpretations as to the perceptions of the two groups of respondents on the management practice along conflict management and problem solving. Inspection of the table reveals that all eight indicators used to measure the perceptions of the school head-respondents and the teacher-respondents on the management practice along conflict management and problem-solving obtained the weighted mean ratings between 3.51-4.50, interpreted as “highly practiced”.

The overall perceptions of the two groups of respondents were the same which was “highly practiced” as supported by the grand means of 4.12 and 4.21 which were within the 3.51-4.50 interpretation range for “highly practiced”.

Table 12

**Management Practices of the School Heads as Perceived by School
Head-Respondents Themselves and the Teacher-Respondents
Along Conflict Management/Problem-Solving**

Indicators	School Head		Teacher	
	Weighted Means	Inter-pretation	Weighted Means	Inter-pretation
1. I identify problems, determine possible solutions, and actively work to resolve issues by focusing on listening and understanding.	3.37	HP	4.31	HP
2. I make excellent at honest analysis of conflicts among teachers.	4.35	HP	4.20	HP
3. I equitably create common agreements and settle difficult disputes among teachers.	4.43	HP	4.28	HP
4. I frame problems before trying to solve them and break down problems and identify all of their facets, including hidden or tricky aspects.	4.05	HP	4.12	HP
5. I show insight into the root-causes of problems and generate a range of solutions and courses of action with benefits, costs, and risks associated with each.	4.23	HP	4.20	HP
6. I probe all fruitful sources for answers, and think 'outside the box' to find options.	4.22	HP	4.21	HP
7. I test proposed solutions against the reality of likely effects before going forward; and look beyond the obvious and do not stop at the first answers.	4.05	HP	4.17	HP
8. I evaluate the chosen course of action after it has been implemented to determine its worth and impacts.	4.27	HP	4.22	HP
Grand Mean	4.12	HP	4.21	HP

Legend: 4.51-5.00 Very Highly Practiced (VHP)

3.51-4.50 Highly Practiced (HP)

2.51-3.50 Moderately Practiced (MP)

1.51-2.50 Slightly Practiced (SP)

1.00-1.50 Not Practiced (NP)

Developing Others/Coaching. Enumerated in Table 13 were the weighted means and corresponding interpretations as to the perceptions of the two groups of respondents on the management practice along developing others and coaching.

Inspection of Table 13 revealed that all ten indicators used to measure the perceptions of the school head-respondents and the teacher-respondents on the management practice along developing others and coaching which obtained the weighted mean ratings between 3.51-4.50 and interpreted as “highly practiced”.

Similarly, the overall perceptions of the two groups of respondents were the same, school heads on the management practice along the domain of developing others and coaching which was “highly practiced” as supported by the grand means of 4.41 and 4.26 which were within the 3.51-4.50 interpretation range for “highly practiced”.

Table 13

Management Practices of the School Heads as Perceived by School Head-Respondents Themselves and the Teacher-Respondents Along Developing Others/Coaching

Indicators	School Head		Teacher	
	Weighted Means	Inter-pretation	Weighted Means	Inter-pretation
1. I actively assist and support the development of teachers' skills and abilities so they can fulfill current or future job/role responsibilities more effectively.	4.47	HP	4.29	HP
2. I assist teachers to strengthen their knowledge, skills and abilities to accomplish a task or solve a problem.	4.45	HP	4.28	HP
3. I provide timely guidance, feedback, and clarification of expectations to the teachers.	4.45	HP	4.27	HP
4. I coach teachers regardless of performance level and share specialized approaches and skills that will increase their teaching capabilities.	4.32	HP	4.25	HP
5. I help teachers identify key goals and use their talents to achieve those goals and see their potential and strengths, and works to build on them.	4.35	HP	4.28	HP
6. I take time to observe behaviors of teachers that contribute to or detract other teachers' success and highlight performance strengths and weaknesses by giving factual, specific, non-judgmental feedback.	4.25	HP	4.22	HP
7. I build relationships with teachers so that coaching efforts are received in a positive, developmental manner and take steps to learn the work interests and career goals of teachers.	4.47	HP	4.28	HP
8. I actively support teachers stretching beyond their comfort levels and trying new techniques that may enhance their success.	4.43	HP	4.20	HP
9. I encourage teachers repeating and building upon areas of strength, and dissects areas that may be improved.	4.40	HP	4.21	HP
10. I model among teachers' success behaviors, a high performance work ethic, and constant self-improvement.	4.53	VHP	4.28	HP
Grand Mean	4.41	HP	4.26	HP

Legend: 4.51-5.00 Very Highly Practiced (VHP)

3.51-4.50 Highly Practiced (HP)

2.51-3.50 Moderately Practiced (MP)

1.51-2.50 Slightly Practiced (SP)

1.00-1.50 Not Practiced (NP)

Ethics. The weighted means of the indicators employed to determine the perceptions of the school head-respondents and the teacher-respondents on the management practice of school heads along ethics are presented in Table 14.

Of the nine indicators to determine the perceptions of the school head respondents and the teacher-respondents of the management practice of school

Table 14
Management Practices of the School Heads as Perceived by School Head-Respondents Themselves and the Teacher-Respondents Along Ethics

Indicators	School Head		Teacher	
	Weighted Means	Inter-pretation	Weighted Means	Inter-pretation
1. I adhere to an appropriate and effective set of core values and beliefs during both good and bad times.	4.47	HP	4.32	HP
2. I act in line with the school's core values.	4.58	VHP	4.43	HP
3. I reward, acknowledge, and apply values inside the school premise.	4.58	VHP	4.41	HP
4. I respect and maintain confidentiality.	4.63	VHP	4.41	HP
5. I tell the truth and honesty in all my transactions.	4.68	VHP	4.29	HP
6. I keep promises and commitments made to teachers, and do the right thing, even when it is difficult.	4.40	HP	4.27	HP
7. I avoid situations and actions considered inappropriate or which presents a conflict of interest.	4.52	VHP	4.29	HP
8. I adhere to a set of core values that are represented in decisions and actions.	4.55	VHP	4.31	HP
9. I do not misrepresent self or use position or authority for personal gain among teachers.	4.55	VHP	4.29	HP
Grand Mean	4.55	VHP	4.34	HP

Legend: 4.51-5.00 Very Highly Practiced (VHP)

3.51-4.50 Highly Practiced (HP)

2.51-3.50 Moderately Practiced (MP)

1.51-2.50 Slightly Practiced (SP)

1.00-1.50 Not Practiced (NP)

heads along ethics, seven were rated differently by the two groups of respondents. The seven indicators were rated by the school head-respondents at 4.51-5.00 interpreted as “very highly practiced”, while the teacher-respondents rated the same indicators at 3.51-4.50, interpreted as “highly practiced” only.

Because of the greater proportion of the “very highly practiced” perceptions of the school head-respondents and the “highly practiced” perceptions of the teacher-respondents, the overall perceptions of the two groups of respondents as to the management practice along ethics were different, “very highly practiced” from the school head-respondents with a grand mean of 4.55 and a grand mean of 4.34 from the teacher-respondents, interpreted as “highly practiced”.

Organizational Awareness/Strategic Thinking and Decision-Making.

Table 15 reflects the weighted means of the indicators used to determine the school head-respondents and the teacher-respondents’ perception of the management practice of the school heads along the domain of organizing awareness and strategic thinking and decision-making. A close scrutiny of Table 15 will reveal that all eleven indicators obtained the weighted mean ratings of 3.15-4.50 from both the school head-respondents and the teacher-respondents.

This observation indicates that both groups of respondents had the same “highly practiced” perceptions on the of school heads’ management practice along organizing awareness and strategic thinking and decision making.

Table 15

**Management Practices of the School Heads as Perceived by School
Head-Respondents Themselves and the Teacher-Respondents
Along Organizational Awareness/Strategic Thinking
and Decision Making**

Indicators	School Head		Teacher	
	Weighted Means	Inter-pretation	Weighted Means	Inter-pretation
1. I gain knowledge of current and possible future school culture, systems, and pressures.	4.30	HP	4.34	HP
2. I obtain information, identify key issues and relationships, and commit to a course of action to achieve a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints, and organizational values.	4.20	HP	4.32	HP
3. I recognize and understand the agenda and perspective of teachers and balance their interests.	4.38	HP	4.33	HP
4. I know how to get things done through the formal channels and the informal network.	4.37	HP	4.39	HP
5. I gather data and teachers' input when making decisions and consider lessons learned from experience, differing needs, and the impact of the decision on others.	4.32	HP	4.32	HP
6. I balance analysis, wisdom, experience, and perspective when making decisions.	4.42	HP	4.33	HP
7. I find solutions that are acceptable to teachers with conflicting interests and needs.	4.47	HP	4.30	HP
8. I weigh the pros and cons of each option before making a decision and moving forward.	4.50	HP	4.33	HP
9. I explain to the teachers the rationale for a decision.	4.45	HP	4.36	HP
10. I make necessary decisions even when information is limited or unclear.	3.67	HP	4.09	HP
11. I learn from the consequences of decisions.	4.35	HP	4.33	HP
Grand Mean	4.31	HP	4.31	HP

Legend: 4.51-5.00 Very Highly Practiced (VHP)

3.51-4.50 Highly Practiced (HP)

2.51-3.50 Moderately Practiced (MP)

1.51-2.50 Slightly Practiced (SP)

1.00-1.50 Not Practiced (NP)

Difference in Management Practices of School Heads as Perceived by School Head-Respondents and Teacher-Respondents

As discussed earlier, there were management practices of the school heads where their perceptions differed from the perceptions of their teacher-respondents. Table 16 presents the results of the statistical test performed to check if the differences were significant or not.

Table 16

Comparison in the Management Practices of School Heads as Perceived by the School-Heads and Teacher-Respondents

Management Practices	School Head		Teacher		df	p-value	Evaluation/ Decision
	Mean	SD	Mean	SD			
Adaptability	4.35	0.22	4.31	0.19	22	0.637	NS/ Accept H_0
Aligning Performance for Success Through Planning, Organizing, and Delegating	4.37	0.14	4.26	0.07	22	0.016	S/Reject H_0
Building Relationships/Valuing Diversity	4.52	0.08	4.31	0.05	20	0.001	S/Reject H_0
Communication	4.48	0.14	4.29	0.05	16	0.002	S/Reject H_0
Conflict Management/Problem Solving	4.12	0.33	4.21	0.06	14	0.449	NS/ Accept H_0
Developing Others/Coaching	4.41	0.08	4.26	0.03	18	0.001	S/Reject H_0
Ethics	4.55	0.08	4.34	0.06	16	0.001	S/Reject H_0
Organizational Awareness/Strategic Thinking and Decision Making	4.31	0.23	4.31	0.08	20	0.990	NS/ Accept H_0

Significant differences in perceptions between the school head-respondents

and the teacher-respondents regarding school heads' management practices were found out based on the following *p*-values which related to the hypotheses posed in this study: 0.016 along aligning performance for success through planning, organizing, and delegation; 0.0011 along building relationships/valuing diversity; 0.002 along communication; 0.001 along developing others/coaching, and 0.001 along ethics. All the *p*-values of these school heads' management practices were lower than the 0.05 significance level implying no significant difference in the perceptions between the two groups of respondents. The hypothesis, "There are no significant differences in the perceived management practices of school heads between the school head-respondents and the teacher-respondents along aligning performance for success through planning, organizing, and delegating; building relationships/valuing diversity; communication; developing others/coaching, and ethics" was rejected.

On the other hand, the following *p*-values were obtained for the remaining management practices: 0.637 along adaptability; 0.449 along conflict management/problem solving; and 0.990 along organizational awareness/strategic thinking and decision making. All the *p*-values obtained on the just cited management practices were greater than the 0.05 significance level indicating no significant difference in the perceptions between the two groups of respondents. The hypothesis, "There are no significant differences in perceived on the management practices of school heads between the school head-respondents and the teacher-respondents along adaptability; conflict

management/problem solving; organizational awareness/strategic thinking and decision making" was accepted.

**Relationship Between Management Practices of School Heads
Along the Eight Components as Perceived by School Head-Respondents
and Their Profile**

The results of the correlational analysis performed between the eight components of management practices and the profile variates of the school head-respondents are shown in Table 17.

Table 17

**Correlation Between School Heads' Management Practices
Along the Eight Components and their Profile**

Profile	Parameter	Management Practices Components							
		Adap	APSPOD	BR/VD	Comm	CM/PS	DO/C	Ethics	OA/STDM
No. of Teachers Supervised	r-value	0.125	0.133	0.223	0.075	0.103	0.128	0.171	.171
	p-value	0.34	0.31	0.087	0.571	0.432	0.331	0.19	.190
Years in Service	r-value	0.183	.343**	.350**	.340**	0.218	0.253	0.207	.207
	p-value	0.161	0.007	0.006	0.008	0.094	0.051	0.113	.113
Place of Assignment	r-value	-0.113	-0.059	-0.018	-0.128	-0.111	-0.03	-0.082	-.082
	p-value	0.388	0.657	0.891	0.331	0.4	0.822	0.534	.534

Legend:

*Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Adap - Adaptability

APSPOD - Aligning Performance for Success through Planning, Organizing, and Delegation

BR/VD - Building Relationships/Valuing Diversity

Comm - Communication

CM/PS - Conflict Management/Problem Solving

DO/C - Developing Others/Coaching

OA/STDM - Organizational Awareness/Strategic Thinking and Decision Making

As can be gleaned from Table 17, the school head-respondents' year in-service obtained a Pearson r of 0.343 and a p -value of 0.006 on the management practice along aligning performance for success through planning, organizing, and delegating; a Pearson r of 0.350 and a p -value of 0.008 along building relationships/valuing diversity; and Pearson r of 0.340 and a p -value of 0.008 along communication. All the accompanying p -values were found lower than the stipulated 0.05 significance level indicating significant relationships between the paired variables thereby rejecting the hypothesis "There are no significant relationships between school head-respondents' years in services and management practices along aligning performance for success through planning, organizing, and delegation; building relationships/valuing diversity; and communication".

The rest of the profile variates were not significantly related with any of the eight components/domains of the management practices of school head-respondents. The finding was supported by the correlation made where the Pearson r values and p -values were greater than the 0.05 significance level implying no significant relationships.

Leadership Styles of the School Heads as Perceived by School Head-Respondents and the Teacher-Respondents

Table 18 shows the leadership styles of the school heads as perceived by school head-respondents and the teacher-respondents.

Entries of Table 18 reveal that 29 or 48.3% of the school head-respondents admitted they practiced democratic leadership styles, but 93 or 30.9% of the teacher-respondents said their school heads exhibited a democratic- free-reign leadership style. On the contrary, only 12 or 20.0% of the school head-respondents said they were democratic-free reign oriented but to which no school head-respondents exhibited autocratic leadership which perception was contrarily perceived by four or 1.3% of the teacher-respondents as autocratic.

Table 18

**School Heads' Leadership Styles as Perceived by
Themselves and their Teachers**

Leadership Style	School Head		Teacher	
	f	Percent	f	Percent
Autocratic	0	0.00	4	1.33
Autocratic-Free Reign	0	0.00	6	1.99
Autocratic-Democratic	2	3.33	12	3.99
Democratic	29	48.33	44	14.62
Democratic-Free Reign	12	20.00	93	30.90
Free-Reign	6	10.00	24	7.97
No Clear Perception	11	18.33	118	39.20
Total	60	100.00	301	100.00

**Difference in Leaderships Styles of School Heads as Perceived
by School Head-Respondents and the Teacher-Respondents**

The results of the conducted chi square analysis to determine if there is significant difference between the school head-respondents and the teacher-respondents as to the perceived leadership styles of the school heads is provided

in Table 19 to check the validity of the results presented in Table 18.

The obtained chi square value is 38.56 with a p-value of 0.001. The p-value was lower than the 0.05 significance level, thus, established a significant difference in the perceptions between the school head-respondents and the teacher-respondents along the leadership styles of the school heads. That being so, the hypothesis, "There is no significant difference in perceived leadership styles of

Table 19

Comparison Between the Perceptions of the Two Groups of Respondents on the Leadership Styles of School Heads

Leadership Style		Respondents' Category		Total
		School Head	Teacher	
Autocratic	(Observed)	0	4	4
	(Expected)	0.66	3.34	4.00
Autocratic-Free Reign	(Observed)	0	6	6
	(Expected)	1.00	5.00	6.00
Autocratic-Democratic	(Observed)	2	12	14
	(Expected)	2.33	11.67	14.00
Democratic	(Observed)	29	44	73
	(Expected)	12.13	60.87	73.00
Democratic-Free Reign	(Observed)	12	93	105
	(Expected)	17.45	87.55	105.00
Free-Reign	(Observed)	6	24	30
	(Expected)	4.99	25.01	30.00
No Clear Perception	(Observed)	11	118	129
	(Expected)	21.44	107.56	129.00
Total		(Observed) (Expected)	60 60.00	301 301.00
Chi-square value		38.56		
Df		6		
p-value		0.001		
Evaluation		Significant		

school heads between school head-respondents and teacher-respondents" was rejected.

Correlation Between the School Head-Respondents' Leadership Styles and Their Profile Variates

The coefficients of correlation and p-values between the school head-respondents' leader styles and their profile variates are shown in Table 20.

Table 20

Correlation Between the Leadership Styles of the School Head-Respondents and their Profile

Leadership style vs Profile	r-value	p-value	Evaluation/Decision
No. of Teachers Supervised	0.195	0.675	Not Significant/ Accept H_0
Years in Service	0.259	0.575	Not Significant/ Accept H_0
Place of Assignment	0.062	0.895	Not Significant/ Accept H_0

Legend: * Correlation is significant at the 0.05 level (2-tailed).

As can be gleaned from Table 20, the coefficients of correlation between the leadership style of the school head-respondents and the number of teachers supervised were 0.195 and 0.675; 0.259; 0.575 for the years in service; and 0.062, and 0.895 for the place of assignment. The p-values were found greater than the 0.05 significance level distinctively implying no significant relationships which led to the acceptance of the hypothesis, "There are no significant relationships between school head-respondents' leaderships styles on the and number teachers supervised; the years in service, and the place of assignment".

Level of Organizational Commitment of Teacher-Respondents. The level of organizational commitment of the teacher-respondents in terms of the weighted means of their responses to the indicators intended to measure their perceptions along organizational commitment are given in Table 21.

Of the twenty indicators employed to determine the perceived organizational commitment of the teacher-respondents, only one indicator, indicator 6 (I am proud to tell others that I am part of this school, weighted mean of 4.54) obtained a weighted mean between 4.51-5.00 and interpreted as “almost always committed”.

Also, one indicator 14 (Deciding to work for this school was a definite mistake on my part) had a weighted mean of 2.33 which revealed a “slightly committed” perception among the teacher-respondents.

Five indicators were rated between 2.51-3.50 and interpreted as “moderately committed” perception of the teacher-respondents to the organization. These were revealed by indicator 3 (I feel very little loyalty to this school) at 2.93; indicator 9 (It would take very little change in my present teaching assignment to cause me to leave this school) at 3.42; indicator 11 (There’s not too much to be gained by sticking with this school indefinitely) at 3.01; indicator 12 (Often, I find it difficult to agree with this school’s policies on important matters relating to its teachers) at 3.07, and indicator 28 (If I get another offer for a better job elsewhere I would not feel it is right to leave this school) at 3.32. The remaining

Table 21

Level of Organizational Commitment of the Teacher-Respondents

	Indicators	Weighted Means	Interpretation
1.	I am willing to put in a great deal of effort beyond that normally expected in order to help this school be successful.	4.29	VC
2.	I talk up this school to my friends as a great school to work for.	4.29	VC
3.	I feel very little loyalty to this school.	2.93	MC
4.	I would accept almost any type of job assignment in order to keep working for this school.	4.20	VC
5.	I find that my values and the school's values are very similar.	4.09	VC
6.	I am proud to tell others that I am part of this school.	4.54	AAC
7.	I could just as well be working for a different school as long as the type of work was similar.	3.81	VC
8.	This school really inspires the very best in me in the way of job performance.	4.28	VC
9.	It would take very little change in my present teaching assignment to cause me to leave this school.	3.42	MC
10.	I am extremely glad that I was assigned to this school over other schools I was considering.	4.29	VC
11.	There's not too much to be gained by sticking with this school indefinitely.	3.01	MC
12.	Often I find it difficult to agree with this school's policies on important matters relating to its teachers.	3.07	MC
13.	For me this is the best of all possible schools for which to work.	3.99	VC
14.	Deciding to work for this school was a definite mistake on my part.	2.33	SC
15.	I would be happy to spend the rest of my career with this school.	4.11	VC
16.	I enjoy discussing my school with people outside it.	4.04	VC
17.	I really feel as if this school's problems are my own.	3.80	VC
18.	I do feel like "part of the family" of this school.	4.38	VC
19.	I do feel "emotionally attached" to this school.	4.31	VC
20.	This school has a "sentimental value" to me.	4.31	VC
21.	I do feel a strong sense of belonging to this school.	4.49	VC
22.	It would be very hard for me to leave this school right now, even if I wanted to.	4.43	VC
23.	My life would be disrupted if I decided I wanted to leave this school now.	4.42	VC

Table 21 continued

	Indicators	Weighted Means	Interpretation
24.	Right now, staying with this school is a matter of necessity as much as desire.	4.10	VC
25.	I feel that I have few options to consider leaving this school.	3.78	VC
26.	I think people these days move from school to another school too often.	3.59	VC
27.	One of the major reasons I continue to work for this school is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain.	3.48	VC
28.	If I get another offer for a better job elsewhere I would not feel it is right to leave this school.	3.32	MC
Grand Mean		3.91	VC

Legend: 4.51 - 5.00 Almost Always Committed (AAC)
 3.51 - 4.50 Very Committed
 2.51 - 3.50 Moderately Committed (MC)
 1.51 - 2.50 Slightly Committed (SC)
 1.00 - 1.50 Almost Never Committed (ANC)

indicators yielded the weighted mean ratings between 3.51-4.50 and interpreted as “very committed” perception of the teacher-respondents to the organization.

As an overall perception of the teacher-respondents, a “very committed” interpretation as their level of organizational commitment as supported by the computed grand mean of 3.91.

Relationship Between the Teacher-Respondents’ Organizational Commitment and Management Practices and Leadership Style

The results of the correlational analysis conducted between the teacher-respondents’ organizational commitment and the school heads’ management practices and their leadership style are reflected in Table 22.

The following correlation coefficients and p-values were obtained between the teacher-respondents' organizational commitment and the management practices, and leadership style: of their school heads 0.351 and 0.001 along adaptability; 0.379 and 0.001 along aligning performance for success through planning, organizing, and delegating; 0.395 and 0.001 along building relationships/valuing diversity; 0.392 and 0.001 along communication; 0.424 and 0.001 along conflict management/ problem solving; 0.409 and 0.001 along developing others/coaching; 0.398 and 0.001 along organizational awareness/ strategic thinking and decision making; and 0.125 and 0.030 along leadership style.

Table 22

Correlation Between the Teacher-Respondents' Organizational Commitment and the School Heads' Management Practices and Leadership Styles

Management Practices Components/Leadership Style	r-value	P-value	Evaluation/Decision
Adaptability	0.351	0.001	Significant/Reject H _o
APSPOD	0.379	0.001	Significant/Reject H _o
BR/VD	0.395	0.001	Significant/Reject H _o
Communication	0.392	0.001	Significant/Reject H _o
CM/PS	0.424	0.001	Significant/Reject H _o
DO/C	0.409	0.001	Significant/Reject H _o
Ethics	0.343	0.001	Significant/Reject H _o
OA/STDM	0.398	0.001	Significant/Reject H _o
Leadership Style	0.125	0.030	Significant/Reject H _o

APSPOD - Aligning Performance for Success through Planning, Organizing, and Delegation

BR/VD - Building Relationships/Valuing Diversity

CM/PS - Conflict Management/Problem Solving

DO/C - Developing Others/Coaching

OA/STDM - Organizational Awareness/Strategic Thinking and Decision Making

The p-values were all greater than the 0.05 significance level. The greater p-values compared to the significance level revealed a significant relationship between the paired variables. The hypothesis, "There are no significant relationships between teacher-respondents' organizational commitment and adaptability; aligning performance for success through planning, organizing, and delegating; building relationships/valuing diversity; communication; conflict management/problem solving; developing others/coaching; organizational awareness/strategic thinking and decision making; and leadership style", was rejected.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, the conclusions drawn and the recommendations that were formulated based on the results of the study.

Summary of Findings

The following are the salient findings of the study:

1. About 15 or 25.0% of the school head-respondents supervised 13-16 teachers. This was followed by 11 or 18.3% of them supervising 9-12 teachers. More than 40 teachers were the highest number of teachers under the supervision of 5 or 8.3%. The lowest number of teachers supervised was 5-8 teachers by seven or 11.7% of the school head-respondents. The mean number of teachers supervised was 23 teachers with a standard deviation of 2 teachers.

2. About 18 or 30.0% of the school head-respondents had been in the service for 21-25 years. Next were 8 or 13.3% for 16-20 years, 11-15 years and 1-5 years, respectively. The longest year of service was 41-50 years by one or 1.7% of the school head-respondents. The shortest length of service was below 1 year by one or 1.7% of the school head-respondents. The mean length of service was 18.02 years accompanied by a standard deviation of 9.62 years.

3. Twenty-eight or 46.6% of the school head-respondents were assigned in

lowland schools, 19 or 31.7% in coastal areas and 13 or 21.7 in upland schools.

4. About 56 or 18.6% of the teacher-respondents were 33-36 years old consisted of 21 or 7.0% males and 35 or 11.6% females. Next were 42 or 14.0 % aged between 25-28 years old composed of 13 or 4.3% of the males and 29 or 9.6% of the females. The oldest was 61-65 years old by three or 1.0% of the teacher-respondents made up of two or 0.7% males and one or 0.3% female. The youngest were those between 21-24 years old by 24 or 8.0% of the teacher-respondents. However, five or 1.7% of the teacher-respondents did not reveal their age. The mean age of the teacher-respondents was 37.22 years with a standard deviation of 9.87 years.

5. One hundred ninety-six or 65.1% of the teacher-respondents were married, 84 or 27.9% were still single, 11 or 3.7% were widow(er) and six or 2.0% were separated from their partners. Four or 1.3% of the teacher-respondents did not indicate their civil status.

6. One hundred sixty-three or 54.2% of the teacher-respondents had earned units in master's degree, 71 or 23.6% were BEED and BSED graduates, 48 or 15.9% were masteral graduates. Nine or 3.0% were doctoral graduates and masteral CAR holders, respectively. One or 0.1% of the teacher-respondents did not indicate his or her educational attainment.

7. The performance ratings of the teacher-respondents for the last three years was very satisfactory. Few have satisfactory and outstanding performance.

through planning, organizing, and delegating, three indicators obtained the weighted mean ratings from school head-respondents between 4.51-5.00 interpreted as “very highly practiced”, however, a lower level of performance was perceived by the teacher-respondents at a value between 3.51-4.50 interpreted as “highly practiced” only. These were indicator 3 (I create a learning environment for all teachers) at 4.53 from the school head-respondents and 4.32 from the teacher-respondents, and indicator 4 (I share responsibility and accountability by allocating decision making authority and responsibility among teachers) at 4.63 and 4.38, respectively. The remaining indicators obtained the weighted means between 3.15-4.51 from both groups of respondents interpreted as “highly practiced”. The overall perceptions of the two groups of respondents as to aligning performance for success through planning, organizing, and delegating was the same as supported by grand means of 4.37 and 4.26 which fell on the 3.15-4.50 interpreted as “highly practiced”.

10. Of the eleven indicators used to determine the perceptions of the two groups of respondents on management practice along building relationships/valuing diversity, six indicators showed a difference in perceptions between the school head-respondents and the teacher-respondents. These were indicators 2 (I appreciate and leverage the capabilities, insights and ideas of teachers with a weighted mean of 4.57); 3 (I have the ability to collaborate, motivate, and work effectively with teachers with a weighted mean of 4.55); 5 (I maintain an open, approachable manner, and treat teachers fairly and respectfully

8. Both school head-respondents and teacher-respondents had different perceptions of the management practice of adaptability, particularly on indicator 1 (I readily adapt changes in the educational system) which was rated by school head-respondents at 4.45, interpreted as “highly practiced” while the teacher-respondents rated the same indicator at 4.52 interpreted as “very highly practiced”. Indicator 7 which says “I am flexible, open and receptive to new ideas and approaches” was rated by school head-respondents at 4.67 interpreted as “very highly practiced” which was negated by the teacher-respondents at a weighted mean of 4.45, interpreted as “highly practiced” only. The same perception of “very highly practiced” was also the rating given by the school head-respondents of indicator 8 (I respond positively to change, embracing and using new practices or values to accomplish goals and solve problems) at 4.52 and indicator 10 (I cope well and help teachers deal with the ongoing demands of change; see and show teachers the benefits of change) at a rating of 4.55, respectively but the same were rated by the teacher-respondents at 4.44 and 4.32, respectively, and interpreted as “highly practiced”. The rest of the indicators (2, 3, 4, 5, 6, 9, 11 and 12) obtained a weighted mean rating of 3.51-4.50 by both groups of respondents interpreted as “highly practiced”. As an overall perception of the two respondents, there was an agreement on the management practice of adaptability as evidenced by a grand mean of 4.35 and 4.31 interpreted as “highly practiced”.

9. Of the twelve indicators pertaining to aligning performance for success

to preserve teachers' self-confidence and dignity, and shows regard for their opinions with a weighted mean of 4.68); 7 (I build rapport by listening to, discussing and negotiating with, and rewarding, encouraging, and motivating teachers with weighted mean of 4.57); 9 (I celebrate school success and achievement and support the good ideas of teachers with a weighted mean of 4.52), and 10 (I promote the contributions and accomplishments of teachers to those concerned, with a weighted mean of 4.60). Since the weighted means fell between 4.51-5.00 these were interpreted as "very highly practiced" according to the school head-respondents. On the other hand, the teacher-respondents rated the same indicators between 3.51-4.50 and interpreted as "highly practiced". The rest of the indicators were rated by the two respondents, where the ratings are between 3.51-4.50 and interpreted as "highly practiced". As a whole, the two groups of respondents had different perceptions on the management practice of building relationships/valuing diversity. According to the school head-respondents they "very highly practiced" said management practice as supported by a grand mean of 4.52 which ran contrary to the claim of the teacher-respondents where their grand mean was 4.31 and interpreted as "highly practiced".

11. Of the nine indicators for the management practice pertaining to communication, four indicators revealed a difference in perceptions between the school head-respondents and teacher-respondents. The four indicators obtained the weighted mean ratings from the school head-respondents at 4.51-5.00 and interpreted as "very highly practiced", while the same indicators obtained the

weighted mean ratings of 3.51-4.50 from the teacher-respondents and interpreted as “highly practiced”. The indicators were indicator 1 (I convey information clearly and concisely to teachers either verbally or in writing to ensure they understand the information and message) at a weighted mean of 4.62 from the school head-respondents and 4.32 from the teacher-respondents; indicator 3 (I listen and respond appropriately to the needs of teachers) at 4.55 and 4.22; indicator 5 (I present information among teachers clearly, concisely, and logically; and focus on key points) at 4.57 and 4.35, and indicator 6 (I give teachers time to process information and ask questions during meetings) at 4.67 and 4.34. In the remaining indicators, both groups of respondents rated the indicators at 3.51-4.50 which meant both groups had agreed that the management practice on communication was perceived to be “highly practiced”. The overall perceptions of the two groups of respondents were the same as regards to the management practice of communication which was perceived to be as “highly practiced” as supported by the grand means of 4.48 and 4.29.

12. All eight indicators used to measure the perceptions of the school head-respondents and the teacher-respondents on the management practice along conflict management and problem solving obtained the weighted mean ratings between 3.51-4.50 and interpreted as “highly practiced”. The overall perceptions of the two groups of respondents were the same which was “highly practiced” as supported by the grand means of 4.12 and 4.21 which were within the 3.51-4.50 interpretation range for “highly practiced”.

mean ratings of 3.15-4.50 from both the school head-respondents and the teacher-respondents. This observation indicated that both groups of respondents had the same “highly practiced” perceptions of school heads’ management practice along organizing awareness and strategic thinking and decision making.

16. Significant differences in perceptions between the school head-respondents and the teacher-respondents regarding school heads’ management practices along the eight domains were found out based on the following p-values: 0.016 for aligning performance for success through planning, organizing, and delegating; 0.0011 for building relationships/valuing diversity; 0.002 for communication; 0.001 for developing others/coaching; and 0.001 for ethics. All the p-values of these types of management practices were lower than the 0.05 significance level implying no significance difference in perceptions between the two groups of respondents. The hypothesis “There are no significant differences in perceived management practices of school heads between the school head-respondents and the teacher-respondents along aligning performance for success through planning, organizing, and delegation; building relationships/valuing diversity; communication; developing others/coaching; and ethics”, was rejected.

On the other hand, the following p-values were obtained for the remaining management practices: 0.637 for adaptability; 0.449 for conflict management/problem solving, and 0.990 for organizational awareness/strategic thinking and decision making. All the p-values obtained were greater than the 0.05 significance level indicating no significant difference in perceptions between the two groups of

13. All ten indicators used to measure the perceptions of the school head-respondents and the teacher-respondents on the management practice along developing others and coaching obtained the weighted mean ratings between 3.51-4.50 interpreted as "highly practiced". Similarly, the overall perceptions of the two groups of respondents were the same which was "highly practiced" as supported by the grand means of 4.41 and 4.26 which were within the 3.51-4.50 interpretation range for "highly practiced".

14. Of the nine indicators employed to determine the perceptions of the school head-respondents and the teacher-respondents of the management practice of school heads along ethics, seven were rated differently by the two groups of respondents. The seven indicators were rated by school head-respondents at 4.51-5.00 interpreted as "very highly practiced", while the teacher-respondents rated the same indicators at 3.51-4.50 interpreted as "highly practiced", only. Because of the greater proportion of the "very highly practiced" perceptions of the school head-respondents from the "highly practiced" perceptions of the teacher-respondents, the overall perceptions of the two groups of respondents as to the management practice along ethics were also the same - "very highly practiced" from the school head-respondents with a grand mean of 4.55 and a grand mean of 4.34 from the teacher-respondents interpreted as "highly practiced".

15. All eleven indicators intended to measure the perceptions of the two groups of respondents on the management practice of school heads in organizing awareness and strategic thinking and decision-making obtained the weighted

respondents. The hypothesis, "There are no significant differences in perceived management practices of school heads between school head-respondents and teacher-respondents along adaptability; conflict management/problem solving; and organizational awareness/strategic thinking and decision-making", was accepted.

17. School head-respondents' year in service obtained a Pearson r of 0.343 and p -value of 0.006 with aligning performance for success through planning, organizing, and delegating; a Pearson r of 0.350 and p -value of 0.008 with building relationships/valuing diversity; and Pearson r of 0.340 and p -value of 0.008 with communication. All the accompanying p -values were lower than the stipulated 0.05 significance level indicating significant relationships between paired variables, thus the hypothesis, "There are no significant relationships between school head-respondents' years in services and management practices along aligning performance for success through planning, organizing, and delegating; building relationships/valuing diversity; and communication", was rejected. The rest of the profile variates were not significantly related with any of the eight components of the management practices of school head-respondents. The claim was supported where the Pearson r values and p -values were greater than the 0.05 significance level implying no significant relationships.

18. About 29 or 48.3% of the school head-respondents admitted they possess democratic leadership styles, but 93 or 30.9% of the teacher-respondents said their school heads were exhibiting democratic-free reign leadership style/*laissez-faire*.

On the contrary, only 12 or 20.0% of the school head-respondents said they were democratic-free reign oriented. No school head-respondents exhibited autocratic leadership, but four or 1.3% of the teacher-respondents said their school heads were autocratic.

19. The obtained chi square value between the leadership styles of school heads as perceived by both respondents was 38.56 with a p-value of 0.001. The p-value was lower than the 0.05 significance level. Since the p-value obtained was lower than the significance level means, there was a significant difference in perceptions between the school head-respondents and the teacher-respondents as to the leadership styles of school heads. The hypothesis, "There is no significant difference in perceived leadership styles of school heads between school head-respondents and the teacher-respondents", was rejected.

20. The coefficients of correlation between leadership style of school head-respondents and the number of teachers supervised were 0.195 and 0.675; 0.259, and 0.575 for years in service, and 0.062 and 0.895 for place of assignment. The p-values were greater than the 0.05 significance level implying no significant relationships which led to the acceptance of the hypothesis, "There are no significant relationships between school head-respondents' leaderships styles and number of teachers supervised; years in service; and place of assignment".

21. Of the twenty-eight indicators employed to determine the perceived organizational commitment of teacher-respondents, only indicator 6 (I am proud to tell others that I am part of this school, with a weighted mean of 4.54) obtained

a weighted mean between 4.51-5.00 and interpreted as “almost always committed”. Indicator 14, (Deciding to work for this school was a definite mistake on my part, with a weighted mean of 2.33) revealed a “slightly committed” perception among the teacher-respondents. Five indicators were rated between 2.51-3.50 and interpreted as “moderately committed” perceptions of teacher-respondents to the organization. These were revealed by indicator 3 (I feel very little loyalty to this school) at 2.93; indicator 9 (It would take very little change in my present teaching assignment to cause me to leave this school) at 3.42; indicator 11 (There’s not too much to be gained by sticking with this school indefinitely) at 3.01; indicator 12 (Often, I find it difficult to agree with this school’s policies on important matters relating to its teachers) at 3.07, and indicator 28 (If I get another offer for a better job elsewhere I would not feel it is right to leave this school) at 3.32. The remaining indicators yielded the weighted mean ratings between 3.51-4.50 and interpreted as “very committed” perception of teacher-respondents to the organization. The overall perceptions of the teacher-respondents were “very committed” to the organization as revealed by the grand mean of 3.91.

22. The following correlation coefficients and p-values were obtained between the teacher-respondents’ organizational commitment and management practices, and leadership style: 0.351 and 0.001 for adaptability; 0.379 and 0.001 for aligning performance for success through planning, organizing, and delegating; 0.395 and 0.001 for building relationships/valuing diversity; 0.392 and 0.001 for communication; 0.424 and 0.001 for conflict management/problem solving; 0.409

and 0.001 for developing others/coaching; 0.398 and 0.001 for organizational awareness/strategic thinking and decision making; and 0.125 and 0.030 for leadership style. The p-values of all these perceived indicators were all greater than the 0.05 significance level revealing significant relationships between paired variables, therefore, the hypothesis, "There are no significant relationships between the teacher-respondents' organizational commitment and adaptability; aligning performance for success through planning, organizing, and delegation; building relationships/valuing diversity; communication; conflict management/problem solving; developing others/coaching; organizational awareness/strategic thinking and decision making; and leadership style", was rejected.

Conclusions

The following are the salient conclusions based on the identified findings of the study:

1. On the average, the school head-respondents supervised about 23 teachers, had been on the service for 18 years and assigned in lowland schools.
2. Most of the teacher-respondents were 37 years old, married, earned units in the masteral programs, with very satisfactory performance ratings.
3. Both the school head-respondents and the teacher-respondents had the same perceptions as to the management practice of adaptability which according to them was "highly practiced" by school heads.

4. On the management practice along aligning performance for success through planning, organizing, and delegating, both the school head-respondents and the teacher-respondents perceived such practice as “highly practiced” by school heads.

5. The two groups of respondents had different perceptions on the management practice along building relationships/valuing diversity where the school head-respondents admitted “very highly practiced”, while the teacher-respondents claimed it to be “highly practiced”, only.

6. The two groups of respondents had the same perceptions on the management practice along communication which was “highly practiced”.

7. The perceptions of the two groups of respondents were the same with regards to the management practice along conflict management and problem solving which was “highly practiced” according to them.

8. Both groups of respondents had the same perceptions as to the management practice along developing others and coaching as “highly practiced”.

9. Both respondents had different perceptions on the management practice of school heads along ethics. The school head-respondents perceived it to be “very highly practiced” contrary to the claim of the teacher-respondents as “highly practiced”, only.

10. Both groups of respondents had the same perception which was “highly practiced” on the management practice of school heads along organizing awareness and strategic thinking and decision making.

11. There were significant differences between the school head-respondents' and the teacher-respondents' perceptions on management practice along aligning performance for success through planning, organizing, and delegating; building relationships/valuing diversity; communication; developing others/coaching; and ethics; but not along adaptability; conflict management/problem solving; and organizational awareness/strategic thinking and decision-making.

12. Of the three the school head-respondents' personal variates, only school head-respondents' year in service was significantly related with aligning performance for success through planning, organizing, and delegating; relationships/valuing diversity; and communication; but not with adaptability; conflict management/problem solving; and organizational awareness/strategic thinking and decision-making.

13. Most of the school head-respondents perceived the school head's leadership style as democratic leadership.

14. There was a significant difference in the perceived leadership styles of school heads between the school head-respondents and the teacher-respondents.

15. Leadership styles of school head-respondents was significantly related with the number of teachers supervised; years in service; and place of assignment.

16. The teacher-respondents were very committed to the school organization.

17. Teacher-respondents' organizational commitment was significantly related with adaptability; aligning performance for success through planning, organizing, and delegating; building relationships/valuing diversity; communication; conflict management/problem solving; developing others/coaching; organizational awareness/strategic thinking and decision making, and for leadership style.

Recommendations

In view of the foregoing findings and conclusions, the following recommendations are advanced:

1. Based on the findings that the school heads and the teachers had different perceptions regarding some of a school head's management practices, it is suggested that the school heads be honest with their actions to gain the teachers' commitment to the school organization.

2. Teachers, on their part should resist developing negative attitudes in response to the management practices and leadership styles of their school heads. Instead, they should develop a positive attitude towards their working situation which will make their interaction with their school heads easier to handle.

3. The results emanating from the research indicate there is a statistically significant relationship between leadership styles and organizational commitment among the sample of teachers selected to participate in the research. Since no two teachers are alike, therefore, it is encouraged that school heads exercise a

combination of leadership styles to gain the organizational commitment of their teachers in attaining the educational goals and academic excellence.

4. The DepEd Office should establish a locally-based center that educates and trains school heads of their management practices and leadership styles and the weaknesses and strengths associated with their style. It can use the center to help them choose the right style in the right time and place based on the situation's needs.

5. It is recommended that school heads should adjust their management practices and leadership styles when dealing with older faculty members based on the findings that the teacher-respondents' age and length of service increases, there was a negative relationship with leadership styles.

6. The basic influence on the teachers' performance not to work as expected was found to be school head's improper style used and unequal treatment of thoughts among teachers in decision-making process. Therefore, it is highly recommended and advised to ensure the right tracks of involving teachers in decision-making to enhance their management capability.

7. Based on the findings of the study, it is advised to provide communication skills trainings for school heads on the effects of communication and on how to communicate with the teaching staffs to enhance their performance.

8. For the proper delegation of duties, the DepEd through the City Division Office should provide regular training, refresher course, seminar and workshop to both the school heads and the teachers, so as to be well equipped with new skills

and knowledge needed to perform the delegated school tasks to strengthen their organizational commitment.

9. In the light of these findings, school heads should act as role models to all personnel in valuing and respecting relics, norms, and values of the institution. School heads witnessing on the institution's core values should be observed and felt by the followers for the followers to be inspired and motivated.

10. Further research may be conducted to determine whether there are differences between the management practices and leadership styles of male and female school heads at public secondary school in the second congressional district of Samar.

BIBLIOGRAPHY

A. BOOKS

- Bass, B. M. & Avolio, B.J. (2000). *"MLQ Multifactor Leadership Questionnaire Sampler set"*. 2nd ed. Redwood City, CA: Mind Garden
- Bass, B. M., & Avolio, B. J. (1992). *Developing Transformational Leadership: Journal of European Industrial Training*
- Blake, R. & Mouton, J. (1991). *Building a Dynamic Corporation Through Grid Organization Development*. Reading Mass: Addison Wesley
- Calmorin, L. (1994). *Educational Research Measurement and Evaluation*. 2nd ed. National Bookstore. Inc. Philippines
- Campbell, R., Corbally, J., & Ramseyer, j. (1983). *"Introduction to Educational Administration"*. 3rd Ed. Boston: Allyn & Bacon
- Daft, R. (Ed). (1969), *Supervisory Development Course Handbook*. Englewood Cliffs, N. J.: Educational Technology Publication
- Deal, T. & Peterson, K. (2000). *"The Leadership Paradox: Balancing Logic and Artistry in Schools"*. San Francisco: Jossey-Basey
- De Vries, M.R. (2003). *Leaders, Fools, Imposters*. San Francisco, Ca: Jossey-Bass
- Fiedler, F. Chemers, M., & Mahar, L. (1977). *"Improving Leadership Effectiveness"*. New York, NY: John Wiley
- Fiedler, F. E., (1977). *"A Theory of Leadership Effectiveness"*. New York: McGraw Hill Book Co.
- Happock, M. (2006). *Human Resource Management*. Tata McGraw-Hill Publishing Company Limited, New Delhi, p.28

- Hogan, R. T. (2004)). *Personality and Personality Measurement*. In M. D. Dunnette and L.M. Hough (Eds.) Palo Alto, CA: Consulting Psychologists Press. Handbook of Industrial and Organizational Psychology, pp. 873-919
- House, R. J. (1971). *A Path-Goal Theory of Leader Effectiveness*. *Administrative Science Quarterly*, 16 (3), pp. 321-338
- Hoy, W.K., & Miskel, C. G. (2001). "Educational Administration: Theory, Research, and Practice". 4th ed. New York: McGraw Hill
- Kimber, M. (2003). "The 'right' decision? Towards an understanding of ethical dilemmas for school leaders", *Westminster Studies in Education*. @6 (2), pp. 135-147
- Koontz, Harold Cyril O'Donnell and Heinz Weihrich. (1994). *Essentials of Management*. 4th ed., New York: McGraw-Hill Book Co.
- Lashway, L. (2003). "The Strategies of a Leader". ERIC Digest
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). "Changing Leadership for Changing Times". Philadelphia: Open University Press
- Maslow, A. H. (1943). "A Theory of Human Motivation". *Psychological Review*, 50, pp. 370-396
- Maxwell, J. *The Power of Leadership*. (2001). Tulsa, Oklahoma: River Club Publishing
- Meyer, J. (2007). *Commitment in the Workplace*. Thousand Oaks, CA: SAGE Publications

Newstrom, J. W. & Davis, K. (eds). (2002). *Organizational Behavior*. USA:
McGraw-Hill Companies, Inc.

Pfeffer, J. (2008). *The Human Equation*, Boston, Harvard Business School Press

Porter, L. W., & Smith, F. L. (2010). "Organization commitment and managerial turnover". *Organizational Behavior and Human Performance*, 15, pp. 87-98.

Powell D.M.; Meyer J.P. (2004). *Side-bet theory and the three-component model of organizational commitment*. *J. Vocat. Behav.* (65) 157-177

Reichheld, F. (2006). *The Loyalty Effect*. Harvard Business School Press, Boston

Robbins, S. and Judge, T. (2014). *Essentials of Organizational Behavior*. 12th Ed..
New York: Pearson Education, Inc.

Santos, E. *Organizational and Management*. (1999). Makati City, Philippines,
JAME Printing Press

Stacey, D. (2013). *Strategic Management and Organizational Dynamics*. London:
Prentice Hall

Stolp, S. & Smith, S. (19994). "School Culture and Climate: The Role of the Leader"
OSSC Bulletin. Eugene, Oregon School Study Council

Stoner, James A. F. (1992). *Management*. Prentice-Hill, Englewood Cliff, New
Jersey

Tannenbaum, R. & Schmidt, W.H. (1973). "How to Choose a Leadership Pattern".
Harvard Business Review, 36, pp. 95-101

Townsend, R. (2005). *Reinventing Leadership*. New York: William Morrow and
Company

- Vroom, Victor H. (1964). *Work and Motivation*, New York: Willey Book Co.
- Yamane, Taro. (1964). *Statistics: An Introductory Analysis*, 2nd Ed., New York: Harper and Row
- Yuki, Gary A. (1989). *"Leadership in Organizations"*. 2nd ed. New Year: Prentice Hall. Inc.

B. JOURNALS AND PERIODICALS

- Allen, J. (2005). *Further Assessment of Bass's (19985) Conceptualization of Transactional and Transformational Leadership*. *Journal of Applied Psychology*, 80, 486-478
- Allister, J. (2012). *The Link Between Business Strategy and Industrial Relations Systems in American Steel Minimills*. *Industrial and Labor Relations Review*, 29, 143-174
- Angle, H. (2011). *An Empirical Assessment of Organizational Commitment and Organizational Effectiveness*. *Administrative Science Quarterly*, 26, 1-14
- Berkes, L. (2009). *Leader Behavior in a Police Command Bureaucracy: A Closer Look at the Quasi-Military Model*. *Administrative Science Quarterly*, 24, 1-23
- Ewing, T. (2011). *Accountable Leadership: The Relationship of Principal Leadership Style and Student Achievement in Urban Elementary Schools*. Retrieved June 12, 2015 from ProQuest Dissertations & Theses: Full-Text database. (AAT 3037206)
- Fiedler, Fred E. (1970). *"Leadership Experience and Leader Performance- Another Hypotheses Shot to Hell"*. *Organizational Behavior and Human Experience*, January

- Goldsmith, J. (2008). *Learning to Lead: A Workbook on Becoming a Leader*. Addison Wesley, Reading
- Kerfoot, K. (2008). *Creating Trust*. *Dermatology Nursing*, 10(1), 59-60
- Lewin, K.; Lippitt, R.; White, R.K. (1939). "*Patterns of Aggressive Behavior in Experimentally Created Social Climates*". *Journal of Social Psychology* (10), 271-301
- Lippitt, G. (2002). "*Managing Conflict in Today's Organization*". *Training and Development*, (36), 66-74
- Loui, K. (2005). *Understanding Employee Commitment in the Public Organization: A Study of the Juvenile Detention Center*. *International Journal of Public Administration*. 18(8), 1269-1295
- Mowday, R. (2009). *The Measurement of Organizational Commitment*. *Journal of Vocational Behavior*, (14), 224-247
- Morrow, P. (2013). *Introduction: Understanding and Managing Loyalty in a Multicommitment World*. *Journal of Business Research*, (26), 1-2.
- Ovando, M. (2007). *Alternative Approaches to the Employee-Organization Relationship: Does Investment in Employees Pay Off?* *Academy of Management Journal*, (40), 1089-1121
- Philippine Business Magazine. (2004). *In the Running: the 2004 Election*. Track Record and Leadership Style. Volume 10 No. 9
- Raju, P. and Srivastava, R. (2014). *Factors Contributing to Commitment to the Teaching Profession*. *International Journal of Educational Management*, 8 (5), 7-13

- Reichers, A. (2006). *Conflict and Organizational Commitments*. Journal of Applied Psychology, (71), 508-514
- Steers, R. (2007). *A Path Analysis of a Organizational Commitment*. Administrative Science Quarterly,(22), 46-56
- Summers, T. (2007). *A Path Analysis of a Model of the Antecedents and Consequences of Organizational Commitment*. Human Relations, (40), 445-470
- The Modern Teacher*. (August 1986) Vol. XXXV, No. 4, PAPI Publishers Association of the Philippines
- Trice, R. (2009). *An Empirical Study of Howard Becker's Side-Bet Theory*. Social Forces, 94(7), 475-479
- Wiener, Y. (2010). *Relationship Between Job, organization, and Career Commitments and Work Outcomes: An Integrative Approach*. Organizational Behavior and Human Performance, (26), 81-96
- Yusuf, Adeoti Florence. (2012). *"Influence of Principals' Leadership Styles on Students Academic Achievement in Secondary Schools"*. Journal of Innovative Research in Management and Humanities. Global Research Publishing

C. UNPUBLISHED WORKS

- Agustin, Eric Datu. (2004), *"Bases of Power Used By Public Secondary School Administrators As Related to Their Performance and Teachers' Job Satisfaction"*. Unpublished Master's Thesis, Tarlac City, Philippines: Tarlac State University

- Ajayi, D. (1996), *"The Relationship Between Principals' Leadership Style and the Climate of Secondary School in Ekiti"*. Unpublished Master's Thesis. University of Ibadan
- Boller, Laura B. (2015), *"Leadership Styles of Middle Level Managers ad Job Satisfaction of Faculty in SUCs: Basis for the Selection of Leaders"*, Unpublished Doctoral Dissertation, Samar State University, Catbalogan City
- Cajurao, Domingo A. (2006), *"Professional Opportunities: Their Implications to Teachers Performance in the State Colleges in Samar"*, Unpublished Master's thesis, Samar State University, Catbalogan, Samar
- Canivel. Lea Daradal (2010), *"Principals' adversity Quotient: Styles, Performance and Practices"*. Unpublished Master's Thesis, University of the Philippines Diliman, Quezon City
- Conul, Teresita M. (2012), *"Background Characteristics and Leadership Skills of Principals and Academic Performance of Senior High School Students in the Division of Ormoc City"*, Unpublished Doctoral Dissertation, Leyte Normal University, Tacloban City
- Dalisay, C. (2007), *"Administrative Practices: Influence of Secondary School, Science Teachers and Administrator Characteristic"*. PhD. Dissertation, University of the Philippines, Diliman Quezon City
- De Vera, Antonio D. (2006), *"The Personality Traits and Professional Competencies of Administrator in Hindang District, Leyte Division, As Perceived by their Teachers"*, Unpublished master's Thesis, Technological University of the Philippines, Manila

Fabular, Francisco O. (2004), *"The Leadership Style of Public School District Supervisors As Perceived By Division Supervisors, District Supervisors Themselves, elementary School Administrators and The Elementary School Teachers in Tacloban City Schools Division"*. Unpublished Master's Thesis, Ateneo de Manila University

Gehlawat, Manju (2012), *"Organizational Commitment in Relation to Job Satisfaction and Work Motivation of Secondary School Teachers Working in Different Types of Schools"*. Unpublished Master's Thesis. Maharshi Dayanand University

Lazaro, A. R. C. (2004), *"Adversity Quotient and the Performance Level of Selected Middle managers of the Different Departments of the City of Manila as Revealed by the 360-degree Feedback System"*. Presentation Paper in the Special Session: Workshop for Prospective Scholars, International Industrial Relations Association (IIRA), 5th Asian Regional Congress, Seoul, Korea

Manaog, Marietta B. (2011), *"Organizational Commitment of the Faculty of State Universities Background Characteristics, Empowerment, and Professional and in Region VIII"*. Unpublished Doctoral Dissertation, Leyte Normal University, Tacloban City

McMahon, Brian (2007), *"Organizational Commitment, Relationship Commitment and Their Association with Attachment Style and Locus of Control"*. Unpublished Master's Thesis. Georgia Institute of Technology

- Monteron, Sofronia D. (2003), *"Management Style on the Quality of School Governance in Selected Private High Schools and Colleges in Samar"*, Unpublished Master's Thesis, Christ the King College, Calbayog City
- Moore, Heather Louise (2012), *"Ethical Climate, Organizational Commitment, and Job Satisfaction of Full-Time Faculty Members"*. Unpublished Doctoral Dissertation. East Tennessee State University
- Napire, Jodel N. (2013) *"Adversity Quotient and leadership style in Relation to the Demographic Profile of the Elementary School Principals in the Second Congressional District of Camarines Sur"*. Unpublished Master's Thesis. University of Northeastern Philippines, Iriga City
- Nayangga, Resty L. (2008), *"Educational Qualifications and Instructional Competencies of Elementary Grade Teachers in the Division of Calbayog"*, Unpublished Master's Thesis, Leyte Normal University, Tacloban City
- Palencia, Redentor S. (2015), *"Executive Leadership and Organizational Culture of SUCs in Region VIII"*, Unpublished Doctoral Dissertation, Leyte Normal University, Tacloban City
- Raagas, Rodney V. (2008), *"Predictors of Teachers Performance"*, Unpublished Master's Thesis, Leyte Normal University, Tacloban City
- Suraya, Wan Hanun & Yunus, Jamal Nordin (2012), *"Principal Leadership Styles in High-Academic Performance of Selected Secondary Schools in Kelantan Darulnaim"*. International Journal of Independent Research and Studies - IJIRS, Vol. 1, No. 2. Indexing and Abstracting: Ulrich's - Global Serials Directory

D. INTERNET AND OTHER SOURCES

- Almusailleem, Muhammad Y. (2012). *Towards a New Theory in School Management: The Theory of Positive Containment*.
<https://www.questia.com/library/journal/1G!-283945593>
- Casto, M. (2007). *"Professional codes of ethics: Principles and Principals"*, Retrieved November 01, 2008, from The Ohio State University, The Principal's Office Web site:
<http://principalsoffice.osu.edu/files/profreadings.3.08.php>
- De Leon, M. (2011). *Philippine education ranked 'poor'*. Retrieved June 2015 from
<http://www.abs-cbnnews.com/business//06/14/11/philippine-education-ranked-poor>
- "DepEd Secretary Luistro to school principals: You are the department"*. (2010). A September 26, 2010 press release by the Department of Education. Meralco Avenue, Pasig City 1600. Retrieved from www.deped.gov.ph
- Ginsberg, R. (2012). *Dilemmas and Solutions regarding principals evaluation*. Peabody Journal of Education, 68(1), 58-74. Retrieved May 2, 2015 from
<http://www.jstor.org/stable/i265907>
- Howell, Jane M.; Avolio, Bruce J. (1993). *Transformational Leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance*. Journal of Applied Psychology, Vol 78(6), Retrieved Dec. 1993, 891-902.
<http://dx.doi.org/10.1037/0021-9010.78.6.891>

Hsin-Kuang, C. (2012). *The Moderating Effect of Transformational Leadership on Knowledge Management and Organizational Effectiveness*. *Social Behavior & Personality: An International Journal*, 40(6), 1015-1024. Retrieved April 23, 2015 from <http://dx.doi.org/10.2224/sbp.2012.40.6.1015>

Leadership Styles Survey (2007). *Board of regents of the University System of Georgia (developed by its GLISI, Georgia's Leadership Institute for School Improvement)*. Retrieved October 7, 2015 from [https://www.kennesaw.edu/noyce/resources/handouts/Leadership%20Styles%20Survey%20\(GLISI\)%20pp%2067-74.pdf](https://www.kennesaw.edu/noyce/resources/handouts/Leadership%20Styles%20Survey%20(GLISI)%20pp%2067-74.pdf)

Mathews, B. (2010). *Employee Commitment: Academic vs. Practitioner Perspectives*. *Employee Relations*, 22(6), Retrieved on May 5, 2001 from Emerald database

Mayol, A. (August 26th, 2012 9:12 AM). *School principal, teacher cleared*. Retrieved June 29, 2015 from <http://newsinfo.inquirer.net/258030/school-principal-teacher-cleared>

Merriam-Webster Learning Dictionary, (ND). Retrieved from <http://www.learnersdictionary.com/search/assessment>

Parry, L. (2008). *"A study of ethical decision making of schools principals"*, <http://www.aare.edu.au/98pap/fre98168>

APPENDICES

APPENDIX A

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Approval of Research Title

June 5, 2015

MARILYN D. CARDOSO, Ph. D.
Dean of Graduate Studies
Samar State University
Catbalogan City

Ma'am:

In my desire to pursue my Post Graduate Studies and start writing my dissertation proposal, I have the honor to submit for your perusal and approval one of the following titles, preferably number 1.

1. "LEADERSHIP STYLES AND MANAGEMENT COMPETENCIES OF SECONDARY SCHOOL ADMINISTRATORS AND TEACHERS' ORGANIZATIONAL COMMITMENT IN CATBALOGAN CITY DIVISION: BASIS FOR CAPABILITY ENHANCEMENT
2. "GENERATIONAL PRINCIPALS' LEADERSHIP PRACTICES AND TEACHERS' ORGANIZATIONAL COMMITMENT: BASIS FOR CAPABILITY ENHANCEMENT
3. "TEACHERS' ORGANIZATIONAL COMMITMENT AND PRINCIPALS RELATION-ORIENTED AND TASK-ORIENTED LEADERSHIP BEHAVIORS: BASIS FOR CAPABILITY ENHANCEMENT"
4. "PRINCIPALS' DISTRIBUTED LEADERSHIP BEHAVIORS AND THEIR IMPACT ON STUDENT ACHIEVEMENT: BASIS FOR CAPABILITY ENHANCEMENT"

I hope for your favorable action on this request.

Thank you so much and more power.

Very truly yours,

(SGD.) CARMEN RAGAY LIM
Researcher

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Assignment of Adviser

July 10, 2015

DR. DEBORAH T. MARCO

Faculty
Samar State University
Catbalogan City

Madam:

Please be informed that you have been designated as adviser of **Mrs. Carmen R. Lim** candidate for the degree in **Doctor of Philosophy** major in **Educational Management** who proposes to write a dissertation entitled **"LEADERSHIP STYLES AND MANAGEMENT COMPETENCIES OF SECONDARY SCHOOL ADMINISTRATORS AND TEACHERS' ORGANIZATIONAL COMMITMENT IN CATBALOGAN CITY DIVISION: BASIS FOR CAPABILITY ENHANCEMENT"**

Thank you for your cooperation.

Very truly yours,

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies
Vice President for Academic Affairs

CONFORME:

(SGD.) DEBORAH T. MARCO, Ph. D.
Adviser

PART II. MANAGEMENT PRACTICES

Direction: The following statements will help you assess your management practices. As you read each statement, try to think of typical situations and how you usually react. Try to answer the statements fairly quickly, without rushing your response. Please check (/) opposite each statement using the following marking scale:

- 1 = almost never true
- 2 = seldom true
- 3 = occasionally true
- 4 = frequently true
- 5 = almost always true

Statements	1	2	3	4	5
A. Adaptability					
1. I readily adapt changes in the educational system.					
2. I am not hesitant to implement new ideas about effective management.					
3. I am willing to be assigned to other schools.					
4. I maintain effectiveness when experiencing change.					
5. I am optimistic and have the courage to take calculated risks.					
6. I am tolerant of ambiguity.					
7. I am flexible, open and receptive to new ideas and approaches.					
8. I respond positively to change, embracing and using new practices or values to accomplish goals and solve problems.					
9. I adapt approaches, goals, and methods to achieve solutions and results in dynamic situations.					
10. I cope well and help teachers deal with the ongoing demands of change; see and show teachers the benefits of change.					
11. I recover quickly from setbacks, and finds alternative ways to reach goals or targets.					
12. I manage change in a way that reduces the concern experienced of teachers and clarifies priorities when leading change.					
B. Aligning Performance for Success through Planning, Organizing and Delegation					
1. I focus and guide teachers in accomplishing work operations and objectives.					
2. I scope out length and difficulty of tasks/projects and establish an approach to achieve school goals.					
3. I create a learning environment for all teachers.					
4. I share responsibility and accountability by allocating decision-making authority and responsibility among teachers.					
5. I measures performance against school goals and evaluate results.					
6. I provide timely guidance, feedback, and clarification of expectations.					
7. I focus and guide teachers in accomplishing work operations and school objectives.					

APPENDIX C

SET A

QUESTIONNAIRE FOR SCHOOL HEADS

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Dear Sir/Madam:

Warmest Greetings!

The undersigned is currently conducting a study entitled **“Management Practices and Leadership Styles of Secondary School Heads and Teachers’ Organizational Commitment in the Second Congressional District of Samar”**.

In this regard, you have been chosen as a valued respondent to this study. She earnestly seeks favor by giving your sincere and honest answers to the questions found in this research instrument to help her present accurate and conclusive findings.

Rest assured that your identity and all your responses will be treated highly confidential and will be used for research purposes only.

Thank you very much for considering this request with a favorable response and for your utmost cooperation in this undertaking.

Very truly yours,

(SGD.) CARMEN RAGAY LIM
Researcher

=====

PART I. PERSONAL INFORMATION

Direction: Please write on the space provided the information asked for.

Name: (Optional) _____

1. Number of teachers supervised: _____

2. Years in service: _____ years

3. Place of assignment: _____

8. I identify the sequence of tasks and the resources needed to achieve a goal, and prioritize key action steps.					
9. I seek and use teachers' input about critical actions, timelines, sequencing, scope, methodology, expected outcomes, and priorities.					
10. I create realistic schedules for projects and follow them and evaluate progress against schedule and goal.					
11. I monitor and evaluate social, fiscal, and political trends that affect school plans and prepares strategies to deal with problems or drastic changes					
12. I evaluate proposed actions and timelines against school mission and values and integrate the current plan with other plans as needed to achieve the overall mission.					
C. Building Relationships/Valuing Diversity					
1. I seek, develop and utilize collaborative relationships to facilitate the accomplishment of work goals.					
2. I appreciate and leverage the capabilities, insights and ideas of teachers.					
3. I have the ability to collaborate, motivate, and work effectively with teachers.					
4. I advocate and take actions to increase diversity in the school.					
5. I maintain an open, approachable manner, and treat teachers fairly and respectfully to preserve teachers' self-confidence and dignity, and shows regard for their opinions.					
6. I seek and consider ideas of teachers who are reluctant to express their points of view and anticipate and recognize the concerns of other teachers, even if those concerns are not openly expressed.					
7. I build rapport by listening to, discussing and negotiating with, and rewarding, encouraging, and motivating teachers.					
8. I seek to resolve confrontations and disagreements constructively and focus on the situation, issues, or behaviors, rather than on the teacher.					
9. I celebrate school success and achievement and support the good ideas of teachers.					
10. I promote the contributions and accomplishments of teachers to those concerned.					
11. I demonstrate a balance between building rapport and getting the work done inside the school.					
D. Communication					
1. I convey information clearly and concisely to teachers either verbally or in writing to ensure they understand the information and message.					
2. I present information suited to the characteristics and needs of the teachers.					
3. I listen and respond appropriately to the needs of teachers.					
4. I use correct vocabulary and grammar and avoid slang and offensive language when talking with teachers.					
5. I present information among teachers clearly, concisely, and logically; and focus on key points.					

6. I give teachers time to process information and ask questions during meetings.					
7. I read teachers' actions, and adjust tone and style accordingly.					
8. I use plain talk to explain complex or technical concepts; and vary content, style, and form to suit the subject, the purpose, and the needs of the teachers.					
9. I capture and hold teachers' attention, and use language, inflection, pauses, and body language for increased impact.					
<i>E. Conflict Management/Problem Solving</i>					
1. I identify problems, determine possible solutions, and actively work to resolve issues by focusing on listening and understanding.					
2. I make excellent at honest analysis of conflicts among teachers.					
3. I equitably create common agreements and settle difficult disputes among teachers.					
4. I frame problems before trying to solve them and break down problems and identify all of their facets, including hidden or tricky aspects.					
5. I show insight into the root-causes of problems and generate a range of solutions and courses of action with benefits, costs, and risks associated with each.					
6. I probe all fruitful sources for answers, and think 'outside the box' to find options.					
7. I test proposed solutions against the reality of likely effects before going forward; and look beyond the obvious and do not stop at the first answers.					
8. I evaluate the chosen course of action after it has been implemented to determine its worth and impacts.					
<i>F. Developing Others/Coaching</i>					
1. I actively assist and support the development of teachers' skills and abilities so they can fulfill current or future job/role responsibilities more effectively.					
2. I assist teachers to strengthen their knowledge, skills and abilities to accomplish a task or solve a problem.					
3. I provide timely guidance, feedback, and clarification of expectations to the teachers.					
4. I coach teachers regardless of performance level and share specialized approaches and skills that will increase their teaching capabilities.					
5. I help teachers identify key goals and use their talents to achieve those goals and see their potential and strengths, and works to build on them.					
6. I take time to observe behaviors of teachers that contribute to or detract other teachers' success and highlight performance strengths and weaknesses by giving factual, specific, non-judgmental feedback.					
7. I build relationships with teachers so that coaching efforts are received in a positive, developmental manner and take steps to learn the work interests and career goals of teachers.					
8. I actively support teachers stretching beyond their comfort levels and trying new techniques that may enhance their success.					

9. I encourage teachers repeating and building upon areas of strength, and dissect areas that may be improved.					
10. I model among teacher's success behaviors, a high performance work ethic, and constant self-improvement.					
G. Ethics					
1. I adhere to an appropriate and effective set of core values and beliefs during both good and bad times.					
2. I act in line with the school's core values.					
3. I reward, acknowledge, and apply values inside the school premise.					
4. I respect and maintain confidentiality.					
5. I tell the truth and honesty in all my transactions.					
6. I keep promises and commitments made to teachers, and do the right thing, even when it is difficult.					
7. I avoid situations and actions considered inappropriate or which presents a conflict of interest.					
8. I adhere to a set of core values that are represented in decisions and actions.					
9. I do not misrepresent self or use position or authority for personal gain among teachers.					
H. Organizational Awareness/Strategic Thinking & Decision Making					
1. I gain knowledge of current and possible future school culture, systems, and pressures.					
2. I obtain information, identify key issues and relationships, and commit to a course of action to achieve a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints, and organizational values.					
3. I recognize and understand the agenda and perspective of teachers and balance their interests.					
4. I know how to get things done through the formal channels and the informal network.					
5. I gather data and teachers' input when making decisions and consider lessons learned from experience, differing needs, and the impact of the decision on others.					
6. I balance analysis, wisdom, experience, and perspective when making decisions.					
7. I find solutions that are acceptable to teachers with conflicting interests and needs.					
8. I weigh the pros and cons of each option before making a decision and moving forward.					
9. I explain to the teachers the rationale for a decision.					
10. I make necessary decisions even when information is limited or unclear.					
11. I learn from the consequences of decisions.					

PART III. LEADERSHIP STYLE

Direction: The following statements will help you assess your leadership style tendency. As you read each statement, try to think of typical situations and how you usually react. Try to answer the statements fairly quickly, without rushing your response. Please check (/) opposite each statement using the following marking scale:

- 1 = almost never true
- 2 = seldom true
- 3 = occasionally true
- 4 = frequently true
- 5 = almost always true

Statements	1	2	3	4	5
1. I always retain the final decision making authority within my school.					
2. I always try to include one or more teachers in determining what to do and how not to do, however, I maintain the final decision making authority.					
3. I and my teachers always vote whenever a major has decision has to be made.					
4. I do not consider suggestions made by my teachers as I do not have time for them.					
5. I ask teachers' ideas and input on upcoming plans and projects.					
6. For a major decision to pass in my school, I must have the approval of each teacher or the majority.					
7. I tell my teachers what has to be done and how to do it.					
8. When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my teachers' advice.					
9. To get information out, I send it by emails, memos, or voice mail; very rarely is a meeting held and my teachers are then expected to act upon it.					
10. When someone makes a mistake, I tell them not to ever do it again and make a note of it.					
11. I want to create an environment where the teachers take ownership of the project and I allow them to participate in the decision making process.					
12. I allow my teachers to determine what needs to be done and how to do it.					
13. I do not allow new teachers to make decisions unless it is approved by me first.					
14. I ask teachers for their vision or where they see their jobs going and then use their vision where appropriate.					
15. My teachers know more about their jobs than me, so I allow them to carry out the decisions to do their job.					
16. When something goes wrong, I tell my teachers that a procedure is not working correctly and I establish a new one.					
17. I allow my teachers to set priorities with my guidance.					
18. I delegate tasks in order to implement a new procedure or process.					

19. I closely monitor my teachers to ensure they are performing correctly.					
20. When there are differences in role expectations, I work with them to resolve the differences.					
21. I give teachers their responsibility in defining their job.					
22. I like the power that my leadership position holds over teachers.					
23. I like to use my leadership power to help teachers grow.					
24. I like to share my leadership power with my teachers.					
25. Teachers must be directed or threatened with punishment in order to get them to achieve the school objectives.					
26. Teachers will exercise self-direction if they are committed to the objectives.					
27. Teachers have the right to determine their own school objectives.					
28. Teachers seek mainly security.					
29. Teachers know how to use creativity and ingenuity to solve school-related problems.					
30. My teachers can lead themselves just as well as I can.					

THANK YOU VERY MUCH!

The Researcher

SET B**QUESTIONNAIRE FOR TEACHERS**

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Dear Sir/Madam:

Warmest Greetings!

The undersigned is currently conducting a study entitled **"Management Practices and Leadership Styles of Secondary School Heads and Teachers' Organizational Commitment in the Second Congressional District of Samar"**.

In this regard, you have been chosen as a valued respondent to this study. She earnestly seeks favor by giving your sincere and honest answers to the questions found in this research instrument to help her present accurate and conclusive findings.

Rest assured that your identity and all your responses will be treated highly confidential and will be used for research purposes only.

Thank you very much for considering this request with a favorable response and for your utmost cooperation in this undertaking.

Very truly yours,

(SGD.) CARMEN RAGAY LIM
Researcher

=====

PART I. PERSONAL INFORMATION

Direction: Please write the information asked by this questionnaire by writing the information or checking the space provided

Name: (Optional) _____

Age: _____ Sex: ☐ Male ☐ Female

Civil Status: ☐ Single ☐ Married ☐ Separated ☐ Widow/er

Educational Attainment:

- ☐ Doctoral graduate
☐ Doctoral units
☐ Masteral graduate
☐ Masteral units
☐ BEED/BSED graduate
☐ Others (pls specify) _____

Years of teaching experience: _____ years

Performance rating: (for the last three years)

SY 2014-2015 _____

SY 2013-2014 _____

SY 2012-2013 _____

PART II. MANAGEMENT PRACTICES

Direction: The following statements will help you assess your school heads' practices. As you read each statement, try to think of typical situations and how he/she usually reacts. Try to answer the statements fairly quickly, without rushing your response. Please check (/) opposite each statement using the following marking scale:

- 1 = almost never true
 2 = seldom true
 3 = occasionally true
 4 = frequently true
 5 = almost always true

Statements	1	2	3	4	5
<i>A. Adaptability</i>					
1. My school head readily adapts changes in the educational system.					
2. My school head is not hesitant to implement new ideas about effective management.					
3. My school head is willing to be assigned to other schools.					
4. My school head maintains effectiveness when experiencing change.					
5. My school head is optimistic and has the courage to take calculated risks.					
6. My school head is tolerant of ambiguity.					
7. My school head is flexible, open and receptive to new ideas and approaches.					
8. My school head responds positively to change, embracing and using new practices or values to accomplish goals and solve problems.					
9. My school head adapts approaches, goals, and methods to achieve solutions and results in dynamic situations.					
10. My school head copes well and help teachers deal with the ongoing demands of change; see and show others the benefits of change.					

11. My school head recovers quickly from setbacks, and finds alternative ways to reach goals or targets.					
12. My school head manages change in a way that reduces the concern experienced by others and clarifies priorities when leading change.					
<i>B. Aligning Performance for Success through Planning, Organizing and Delegating</i>					
1. My school head focuses and guides teachers in accomplishing work operations and objectives.					
2. My school head scopes out length and difficulty of tasks/ projects and establish an approach to achieve school goals.					
3. My school head creates a learning environment for all teachers.					
4. My school head shares responsibility and accountability by allocating decision making authority and responsibility to teachers.					
5. My school head measures performance against school goals and evaluate results.					
6. My school head provides timely guidance, feedback, and clarification of expectations.					
7. My school head focuses and guides teachers in accomplishing work operations and school objectives.					
8. My school head identifies the sequence of tasks and the resources needed to achieve a goal, and prioritize key action steps.					
9. My school head seeks and uses teachers' input about critical actions, timelines, sequencing, scope, methodology, expected outcomes, and priorities.					
10. My school head creates realistic schedules for projects and follows them and evaluates progress against schedule and goal.					
11. My school head monitors and evaluates social, fiscal, and political trends that affect school plans and prepares strategies to deal with problems or drastic changes.					
12. My school head evaluates proposed actions and timelines against school mission and values and integrates current plan with other plans as needed to achieve the overall mission.					
<i>C. Building Relationships/Valuing Diversity</i>					
1. My school head seeks, develops and utilizes collaborative relationships with teachers to facilitate the accomplishment of work goals.					
2. My school head appreciates and leverages the capabilities, insights and ideas of the teachers.					
3. My school head has the ability to collaborate, motivates, and works effectively with the teachers.					
4. My school head advocates and takes actions to increase diversity in the school.					
5. My school head maintains an open, approachable manner, and treat teachers fairly and respectfully to preserve teachers' self-confidence and dignity, and shows regard for their opinions.					
6. My school head seeks and considers ideas of teachers who are reluctant to express their points of view and anticipates and recognizes					

the concerns of other teachers, even if those concerns are not openly expressed.					
7. My school head builds rapport by listening to, discussing and negotiating with, and rewarding, encouraging, and motivating teachers.					
8. My school head seeks to resolve confrontations and disagreements constructively and focuses on the situation, issues, or behaviors, rather than on the teacher.					
9. My school head celebrates school success and achievement and support the good ideas of teachers.					
10. My school head promotes the contributions and accomplishments of teachers to those concerned.					
11. My school demonstrates a balance between building rapport and getting the work done inside the school.					
<i>D. Communication</i>					
1. My school head conveys information clearly and concisely to teachers either verbally or in writing to ensure teachers understand the information and message.					
2. My school head presents information suited to the characteristics and needs of the teachers.					
3. My school head listens and responds appropriately to the needs of the teachers.					
4. My school head uses correct vocabulary and grammar and avoid slang and offensive language.					
5. My school presents information clearly, concisely, and logically; and focuses on key points.					
6. My school head gives teachers time to process information and ask questions.					
7. My school head reads teachers' actions, and adjust tone and style accordingly.					
8. My school head uses plain talk to explain complex or technical concepts; and varies content, style, and form to suit the subject, the purpose, and the needs of the teachers.					
9. My school head captures and holds teachers' attention, and use language, inflection, pauses, and body language for increased impact.					
<i>E. Conflict Management/Problem Solving</i>					
1. My school head identifies problems, determines possible solutions, and actively works to resolve issues by focusing on listening and understanding.					
2. My school head makes excellent at honest analysis of conflicts among teachers.					
3. My school head equitably creates common agreements and settles difficult disputes among teachers.					
4. My school head frames problems before trying to solve them and break down problems and identifies all of their facets, including hidden or tricky aspects.					

5. My school head shows insight into the root-causes of problems and generates a range of solutions and courses of action with benefits, costs, and risks associated with each.					
6. My school head probes all fruitful sources for answers, and thinks 'outside the box' to find options.					
7. My school head tests proposed solutions against the reality of likely effects before going forward; and looks beyond the obvious and does not stop at the first answers.					
8. My school head evaluates the chosen course of action after it has been implemented to determine its worth and impacts.					
<i>F. Developing Others/Coaching</i>					
1. My school head actively assists and supports the development of teachers' skills and abilities so they can fulfill current or future job/role responsibilities more effectively.					
2. My school head assists teachers to strengthen their knowledge, skills and abilities to accomplish a task or solve a problem.					
3. My school head provides timely guidance, feedback, and clarification of expectations to the teachers.					
4. My school head coaches teachers regardless of performance level and shares specialized approaches and skills that will increase their capabilities.					
5. My school head helps teachers identify key goals and uses their talents to achieve those goals and sees their potential and strengths, and works to build on them.					
6. My school head takes time to observe behaviors of teachers that contribute to or detract from others' success and highlights performance strengths and weaknesses by giving factual, specific, non-judgmental feedback.					
7. My school head builds relationships with teachers so that coaching efforts are received in a positive, developmental manner and takes steps to learn the work interests and career goals of teachers.					
8. My school head actively supports teachers stretching beyond their comfort levels and tries new techniques that may enhance their success.					
9. My school head encourages repeating and building upon areas of strength, and dissects areas that may be improved.					
10. My school head models success behaviors, a high performance work ethic, and constant self-improvement.					
<i>G. Ethics</i>					
1. My school head adheres to an appropriate and effective set of core values and beliefs during both good and bad times.					
2. My school head acts in line with the school's core values.					
3. My school head rewards, acknowledges, and applies values inside the school premise.					
4. My school head respects and maintains confidentiality.					
5. My school head tells the truth and is honest in all his/her transactions.					

6. My school head keeps promises and commitments made to teachers, and does the right thing, even when it is difficult.					
7. My school head avoids situations and actions considered inappropriate or which presents a conflict of interest.					
8. My school head adheres to a set of core values that are represented in decisions and actions.					
9. My school head does not misrepresent self or use position or authority for personal gain among teachers.					
H. Organizational Awareness/Strategic Thinking & Decision Making					
1. My school head gains knowledge of current and possible future school culture, systems, and pressures.					
2. My school head obtains information, identifies key issues and relationships, and commits to a course of action to achieve a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints, and organizational values.					
3. My school head recognizes and understands the agenda and perspective of teachers and balance their interests.					
4. My School head knows how to get things done through the formal channels and the informal network.					
5. My school head gathers data and teachers' input when making decisions and considers lessons learned from experience, differing needs, and the impact of the decision on others.					
6. My school head balances analysis, wisdom, experience, and perspective when making decisions.					
7. My school head finds solutions that are acceptable to teachers with conflicting interests and needs.					
8. My school head weighs the pros and cons of each option before making a decision and moving forward.					
9. My school head can explain to the teachers the rationale for a decision.					
10. My school head makes necessary decisions even when information is limited or unclear.					
11. My school head learns from the consequences of decisions.					

PART III. LEADERSHIP STYLE

Direction: The following statements will help you assess your school head's leadership style tendency. As you read each statement, try to think of typical situations and how your school head usually reacts. Try to answer the statements fairly quickly, without rushing your response. Please check (/) opposite each statement using the following marking scale:

- 1 = almost never true
 2 = seldom true
 3 = occasionally true
 4 = frequently true
 5 = almost always true

Statements	1	2	3	4	5
1. My school head always retain the final decision making authority within the school.					
2. My school head always try to include one or more teachers in determining what to do and how not to do, however, he/she maintains the final decision making authority.					
3. My school head and teachers always vote whenever a major decision has to be made.					
4. My school head does not consider suggestions made by teachers as he/she does not have time for teachers.					
5. My school head asks teachers' ideas and input on upcoming plans and projects.					
6. For a major decision to pass in my school, my school head allows the approval of each teacher or the majority.					
7. My school head tells teachers what has to be done and how to do it.					
8. When things go wrong my school head creates a strategy to keep a project or process running on schedule, and calls a meeting to get teachers' advice.					
9. To get information out, my school head sends the message by emails, memos, or voice mail; very rarely is a meeting held and teachers are then expected to act upon it.					
10. When someone makes a mistake, my school head tells teachers not to ever do that again and make a note of it.					
11. My school head creates an environment where the teachers take ownership of the project and allows them to participate in the decision making process.					
12. My school head allows teachers to determine what needs to be done and how to do it.					
13. My school head does not allow new teachers to make decisions unless it is approved by me first.					
14. My school head asks teachers for their vision or where they see their jobs going and then use their vision where appropriate.					
15. My school head accepts that teachers know more about their jobs than him/her, so he/she allows them to carry out the decisions to do their job.					
16. When something goes wrong, my school head tells teachers that a procedure is not working correctly and he/she establishes a new one.					
17. My school head allows teachers to set priorities with his/her guidance.					
18. My school head delegates tasks in order to implement a new procedure or process.					
19. My school head closely monitors teachers to ensure they are performing correctly.					
20. When there are differences in role expectations, my school head works with them to resolve the differences.					

21. My school head believes that teachers are responsible for defining their job.					
22. My school head likes the power that his/her leadership position holds over teachers.					
23. My school head likes to use his/her leadership power to help teachers grow.					
24. My school head likes to share his/her leadership power with teachers.					
25. My school head believes that teachers must be directed or threatened with punishment in order to get them to achieve the school objectives.					
26. My school head believes that teachers will exercise self-direction if they are committed to the objectives.					
27. My school head agrees that teachers have the right to determine their own school objectives.					
28. According to my school head, teachers seek mainly security.					
29. My school head has the conviction that teachers know how to use their creativity and ingenuity to solve school-related problems.					
30. My school head believes teachers can lead themselves just as well as he/she can.					

PART IV. ORGANIZATIONAL COMMITMENT

Instructions: Listed below are series of statements that represent possible feelings that individuals might have about an organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your commitment by putting a check mark (/) opposite each statement.

- 1 = almost never committed
- 2 = slightly committed
- 3 = moderately committed
- 4 = very committed
- 5 = almost always committed

Statements	1	2	3	4	5
1. I am willing to put in a great deal of effort beyond that normally expected in order to help this school be successful.					
2. I talk up this school to my friends as a great school to work for.					
3. I feel very little loyalty to this school.					
4. I would accept almost any type of job assignment in order to keep working for this school.					
5. I find that my values and the school's values are very similar.					
6. I am proud to tell others that I am part of this school.					
7. I could just as well be working for a different school as long as the type of work was similar.					
8. This school really inspires the very best in me in the way of job performance.					

9. It would take very little change in my present teaching assignment to cause me to leave this school.					
10. I am extremely glad that I was assigned to this school over other schools I was considering.					
11. There's not too much to be gained by sticking with this school indefinitely.					
12. Often I find it difficult to agree with this school's policies on important matters relating to its teachers.					
13. For me this is the best of all possible schools for which to work.					
14. Deciding to work for this school was a definite mistake on my part.					
15. I would be happy to spend the rest of my career with this school.					
16. I enjoy discussing my school with people outside it.					
17. I really feel as if this school's problems are my own.					
18. I do feel like "part of the family" of this school.					
19. I do feel "emotionally attached" to this school.					
20. This school has a "sentimental value" to me.					
21. I do feel a strong sense of belonging to this school.					
22. It would be very hard for me to leave this school right now, even if I wanted to.					
23. My life would be disrupted if I decided I wanted to leave this school now.					
24. Right now, staying with this school is a matter of necessity as much as desire.					
25. I feel that I have few options to consider leaving this school.					
26. I think teachers these days move from one school to another school too often.					
27. One of the major reasons I continue to work for this school is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain.					
28. If I get another offer for a better job elsewhere I would not feel it is right to leave this school.					

THANK YOU VERY MUCH!

APPENDIX D

Republic of the Philippines
 SAMAR STATE UNIVERSITY
 COLLEGE OF GRADUATE STUDIES
 Catbalogan City
 Telephone Numbers: (055)-543-8394 / (055)-251-2139
 Website: www.ssu.edu.ph

December 15, 2015

ATTY. FIEL Y. ALMENDRA, CESO V
 Schools Division Superintendent
 DepEd, Calbayog City Division
 Calbayog City

Sir:

Greetings!

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Management Practices and Leadership Styles of Secondary School Heads and Teachers' Organizational Commitment in the Second Congressional District of Samar"**.

In view of this, the undersigned requests permission from your good office to pilot test her research instrument to fifteen Secondary School Heads along with 15 Secondary School Teachers under every School Head. Rest assured that collected data from this study will be treated with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you very much for your kind assistance and favorable response.

Best regards and more power!

Very truly yours,

(SGD.) CARMEN RAGAY LIM
 Researcher

Noted:

(SGD.) DEBORAH T. MARCO, Ph.D.
 Adviser

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
 Vice-President for Academic Affairs
 Dean, College of Graduate Studies

APPROVED:

(SGD.) ATTY. FIEL Y. ALMENDRA, CESO V
 Schools Division Superintendent

APPENDIX E

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City
Telephone Numbers: (055)-543-8394 / (055)-251-2139
Website: www.ssu.edu.ph

December 14, 2015

CRISTITO A. ECO, CESO VI
Schools Division Superintendent
DepEd, Catbalogan City Division
Catbalogan City

Thru:

JOSE ROBERTO T. LAMADRID
Planning Officer

Sir:

Greetings!

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Management Practices and Leadership Styles of Secondary School Heads and Teachers' Organizational Commitment in the Second Congressional District of Samar"**.

In view of this, the undersigned requests permission and assistance from your good office for the provision of the following documents which are part of the data required for my study;

1. Official list of all Secondary School Heads;
2. Complete list of names of all Secondary School Heads and their Teachers.

Rest assured that collected data from this study will solely be used to attain the objectives of this research investigation.

Thank you very much for your kind assistance and more power!

Very truly yours,

(SGD.) CARMEN RAGAY LIM
Researcher

Noted:

(SGD.) DEBORAH T. MARCO, Ph.D.
Adviser

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Vice-President for Academic Affairs
Dean, College of Graduate Studies

APPROVED:

(SGD.) CRISTITO A. ECO, CESO VI
Schools Division Superintendent

APPENDIX F

SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES

Catbalogan City

Telephone Numbers: (055)-543-8394 / (055)-251-2139

Website: www.ssu.edu.ph

December 14, 2015

GORGONIO G. DIAZ, JR., Ph.D., CESO VI

Schools Division Superintendent

DepEd, Samar Division

Catbalogan City

Thru:

GERRY P. OCENAR

Planning Officer

Sir:

Greetings!

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Management Practices and Leadership Styles of Secondary School Heads and Teachers' Organizational Commitment in the Second Congressional District of Samar"**.

In view of this, the undersigned requests permission and assistance from your good office for the provision of the following documents which are part of the data required for my study;

1. Official list of all Secondary School Heads;
2. Complete list of names of all Secondary School Heads and their Teachers.

Rest assured that collected data from this study will solely be used to attain the objectives of this research investigation.

Thank you very much for your kind assistance and more power!

Very truly yours,

(SGD.) CARMEN RAGAY LIM
Researcher

Noted:

(SGD.) DEBORAH T. MARCO, Ph.D.
Adviser

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Vice-President for Academic Affairs
Dean, College of Graduate Studies

APPROVED:

(SGD.) GORGONIO G. DIAZ, JR., Ph.D., CESO VI
Schools Division Superintendent

APPENDIX G

SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City
Telephone Numbers: (055)-543-8394 / (055)-251-2139
Website: www.ssu.edu.ph

December 14, 2015

CRISTITO A. ECO, CESO VI
Schools Division Superintendent
DepEd, Catbalogan City Division
Catbalogan City

Sir:

Greetings!

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Management Practices and Leadership Styles of Secondary School Heads and Teachers' Organizational Commitment in the Second Congressional District of Samar"**.

In view of this, the undersigned requests permission from your good office to conduct her research instrument in your division. Rest assured that collected data from this study will be treated with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you very much for your kind assistance and favorable response.

Best regards and more power!

Very truly yours,

(SGD.) CARMEN RAGAY LIM
Researcher

Noted:

(SGD.) DEBORAH T. MARCO, Ph.D.
Adviser

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Vice-President for Academic Affairs
Dean, College of Graduate Studies

APPROVED:

(SGD.) CRISTITO A. ECO, CESO VI
Schools Division Superintendent

APPENDIX G

SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City
Telephone Numbers: (055)-543-8394 / (055)-251-2139
Website: www.ssu.edu.ph

December 14, 2015

CRISTITO A. ECO, CESO VI
Schools Division Superintendent
DepEd, Catbalogan City Division
Catbalogan City

Sir:

Greetings!

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Management Practices and Leadership Styles of Secondary School Heads and Teachers' Organizational Commitment in the Second Congressional District of Samar"**.

In view of this, the undersigned requests permission from your good office to conduct her research instrument in your division. Rest assured that collected data from this study will be treated with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you very much for your kind assistance and favorable response.

Best regards and more power!

Very truly yours,

(SGD.) CARMEN RAGAY LIM
Researcher

Noted:

(SGD.) DEBORAH T. MARCO, Ph.D.
Adviser

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Vice-President for Academic Affairs
Dean, College of Graduate Studies

APPROVED:

(SGD.) CRISTITO A. ECO, CESO VI
Schools Division Superintendent

APPENDIX I

Sampling Frame

No.	Schools	No. of School Heads	Male Teachers		Female Teachers		Total P
			P	S	P	S	
1	ANIBONGON IS	1	3	1	3	1	6
2	BACLAYAN NHS	1	1	0	4	1	5
3	BAGACAY NHS	1	3	1	12	3	15
4	BAGACAY NHS-2	1	2	1	3	1	5
5	BAKHAW NHS	1	5	1	4	1	9
6	BASEY NHS	1	23	6	45	11	68
7	Bioso IS	1	2	1	9	2	11
8	BIRAWAN NHS	1	5	1	9	2	14
9	BONGA NHS	1	2	1	3	1	5
10	BURGOS IS	1	6	2	15	4	21
11	CABITON-AN IS	1	1	0	6	2	7
12	Calapi NHS	1	7	2	12	3	19
13	Calbiga NHS	1	14	4	57	14	71
14	Casandig NHS	1	4	1	8	2	12
15	CASAPA NHS	1	4	1	6	2	10
16	CUYTING UY NHS	1	4	1	8	2	12
17	DAMPIGAN NHS	1	0	0	4	1	4
18	Daram NHS	1	4	1	26	6	30
19	Guintarcan NHS	1	2	1	9	2	11
20	HINABANGAN NHS	1	10	2	24	6	34
21	HINANGUTDAN NHS	1	2	1	11	3	13
22	Igot NHS	1	7	2	11	3	18
23	Independencia NHS	1	6	2	8	2	14
24	Jiabong NHS	1	6	2	17	4	23
25	LAMINGAO NHS	1	3	0	1	0	4
26	Lawa-an NHS	1	1	0	6	2	7
27	MABINI NHS	1	3	0	7	2	10
28	MARABUT NHS	1	8	2	10	2	18
29	MOTIONG NHS	1	6	2	15	4	21
30	MUALBUAL NHS	1	4	1	11	3	15
31	OLD SAN AGUSTIN NHS	1	3	1	6	2	9
32	OSMEÑA NHS	1	7	2	25	6	32
33	Parasan NHS	1	4	1	8	2	12
34	PARASANON NHS	1	4	1	18	4	22

35	PINABACDAO NHS	1	1	0	7	2	8
36	PLARIDEL NHS	1	1	0	4	1	5
37	PRIMITIVO NHS	1	0	0	5	1	5
38	QQSAS	1	7	2	20	5	27
39	Rizal IS	1	2	1	6	2	8
40	SAN ANDRES NHS	1	4	1	18	4	22
41	SAN FERNANDO NHS	1	1	0	0	0	1
42	San Jose de Buan NHS	1	5	1	4	1	9
43	San Sebastian NHS	1	2	1	9	2	11
44	Simeon Ocdol NHS	1	5	1	10	2	15
45	Sta. Rita NHS	1	2	1	14	3	16
46	Sua NHS	1	3	1	4	1	7
47	TENANI NHS	1	2	1	6	2	8
48	Tominamos NHS	1	8	2	17	4	25
49	VALERIANO CYMAS	1	10	2	26	6	36
50	Villareal NHS	1	6	2	22	5	28
51	Wright NHS	1	10	2	32	8	42
52	Zumarraga NHS	1	6	2	6	2	12
53	Antonio Tuazon	1	4	1	10	2	14
54	Pangdan	1	4	1	8	2	12
55	Silanga	1	13	3	34	8	47
56	Guinsorogan	1	4	1	16	4	20
57	CatbCompre	1	9	2	27	7	36
58	EVRHS	1	2	1	9	2	11
59	SNS	1	42	10	134	33	176
60	San Isidro NHS	1	1	0	6	2	7
	Total	60	320	83	875	301	1195

Legend: P = Population, S = Sample

CURRICULUM VITAE

CURRICULUM VITAE

Name: CARMEN RAGAY LIM

Home Address: Brgy. 9 Del Rosario Street, Boao Catbalogan City

Date of Birth: November 9, 1971

Place of Birth: Oras Eastern Samar

Present Position: Education Program Supervisor – Science
Principal I

Station: Catbalogan City Division Office
Guinsorongan National High School

Civil Status: Married

Spouse: Angel Tito A. Lim, Jr.

Children: Jeff Antonio R. Lim (16 years old)
Jasha Ma. Angelica R. Lim (10 years old)

Father: Felipe Japzon Ragay

Mother: Julita Moslares Ragay

EDUCATIONAL BACKGROUND

Elementary: Catbalogan II Central Elementary School (1981-1988)
Valedictorian

Secondary: Samar National School (1984-1988)
6th Honorable Mention

College: University of the Philippines Visayas Tacloban College
(1988-1992)
Bachelor of Science major in Biology

Graduate Studies: Samar State University
Master of Arts in Teaching major in Chemistry

CIVIL SERVICE ELIGIBILITY

Sub-professional Civil Service Examination

Professional Board Examinations for Teachers

National Qualifying Examination for School Heads/Principals Test

POSITIONS HELD

Teacher I	-	Samar National School (1993-2003)
Teacher III	-	Samar National School (2007-2012)
Master Teacher I	-	Samar National School (2012-2014)
Master Teacher II	-	Samar National School (2014-2015)
School Head	-	Antonio G. Tuazon National High School (January 5, 2015 – April 20, 2015)
		Guinsorongan National High School (April 21, 2015 – March 31, 2016)
Education Program Supervisor (Science)	-	Catbalogan City Division (January 29, 2016-present)

HONORS/AWARDS RECEIVED

Graduated Elementary as Valedictorian

Graduated Secondary as 6th Honorable Mention

Outstanding Teacher of Samar National School

Chief Girl Scout Medalist Awardee as Adviser

TRAININGS/SEMINARS AND WORKSHOPS ATTENDED

School Heads' Development Program: Advanced Course for School Heads of Senior High School. Cawacsi Training Center, Burayan, San Jose, Tacloban City. February 5-10, 2016

School Heads' Development Program: Advanced Course for School Heads of Senior High School. Milka Hotel, Abucay, Tacloban City. January 13-18, 2016

Regional Training Workshop for District and Division Appraisal Committee on E-SIP. Leyte Park Hotel, Tacloban City. December 21-23, 2015

School Rollout Training Workshop on Enhanced-School Improvement Plan (E-SIP) Toolkit. GSP Session Hall, Catbalogan City, Samar. December 9-11, 2015

Orientation-Workshop on Rationalization Structure and Functions Cum Team Building. La Fortunata Functions, Catarman, N. Samar. November 9-11, 2015

K-12 Senior High School Implementation in the Division of Samar. SSU Gymnasium, Catbalogan City. October 13, 2015

Seminar-Workshop on the Development of Strategic Intervention Materials. Tia Anita's Function Hall, 2nd Floor DBP, Catbalogan City. September 29-30, 2015

Data Management and Information Management Workshop for SY 2015-2016 Implementation. ICT Room, Catbalogan I Central Elementary School. June 23, 2015

Seminar-Workshop on the Preparation of the Documentary Requirements for the Issuance of School Site Patent under DENR Administrative Order No. 2015-01. Casa Cristina Function Hall, Catbalogan City. April 24, 2015

School-Based Capability Building Program on RA 9710 (Magna Carta of Women) for Gender and Development (GAD) Implementers. Antonio G. Tuazon National High School, Rama Catbalogan City. April 21-23, 2015

1st Cluster Assembly of Secondary School Heads: "Governance Accountability for Basic Education". Crown Regency Residences, Cebu City. January 31-February 2, 2015

Integration of SBM-Water, Sanitation and Hygiene in Schools (SBM-WinS) and Child Protection Policy in the School Improvement Plan. Catbalogan I Centra Elementary School, Catbalogan City. April 16-17, 2015