

ATTITUDE OF TEACHERS TOWARDS THE MANAGERIAL
STYLES OF ADMINISTRATORS: INPUT IN
IMPROVING INTERPERSONAL RELATIONS

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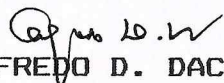
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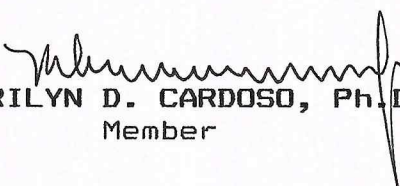

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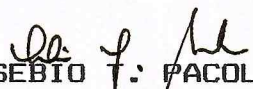

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M.R.L.A.

DEDICATION

*This humble work is dedicated to
Tatay and Nanay
My ever supportive brothers and sisters,
Mano Ronnie
Mamo Roel with wife Eden
Onggos with wife Leah
Itchie, Embie and Dorah
My nephews Babath and Bjarne
and to
Nelson*

Ruby

ABSTRACT

This study attempted to determine the managerial style of elementary school administrators and the corresponding attitude of teachers to these styles in the Division of Samar for SY 2001-2002. This study employed the descriptive-correlational and comparative method of research to assess the management styles employed by the administrators as perceived by teachers and administrators themselves and to determine the attitude of teachers towards the managerial styles based on the perception of the two groups of respondents in the elementary schools headed by principals in the Carline Districts of the Division of Samar for school year 2001-2002. As regards to the problems encountered by the administrators relative to the management style they employed, they assessed the given problems as "Slightly Felt " with a grand mean of 2.132. The following problems obtained the higher weighted means: 1) Financial instability of teachers and administrators; 2) Lack of trainings on teachers' and administrators' efficiency and effectiveness enhancement; 3) Lack of teacher cooperation and participation in school programs and activities; 4) Lack of systematic way of sending communications to schools resulting to the delay of information and disorder of activities; and 5) Lack of close association and open communication between teachers and administrators. Both the administrators and teachers believed that the teachers had a neutral attitude towards autocratic and participial style of management. Whereas, towards permissive style, they differed in their perceptions. The administrators perceived the teachers' attitude to be favorable but the teachers perceived themselves to be neutral. Autocratic style of management is not significantly related to teachers' attitude towards it. What the teachers exhibited in their behavior had nothing to do with the way their administrators managed them.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

A country's history is usually recognized by its leader and the status of an organization is established depending on the knowledge and capabilities of its managers. Therefore, the history of an organizational structure and the influence of its leader behavior are inseparable which means that a leader's behavior has great influence on his subordinates (Vergel, 1998:101).

Institutions of learning are composed of organizations where leadership has great importance and is considered a big challenge. Educational leadership turns out to be productive when educational managers demonstrate the right knowledge, attitude, values and skills required of the position. Being the head of the organization is a gigantic responsibility which needs adequate preparation. If one is not ready, he should never dare to lead, otherwise he will be a great hindrance to productivity (Segumpan: 1997:139).

Basically, managers lead their subordinates depending on the management style they adopt and the human behavior of their subordinates. These styles are classified as autocratic, permissive or *laissez faire* and participational or democratic management. There are other classifications

of leadership styles such as the nomothetic, idiographic and transactional. An added spectrum to the leader behavior is the managers philosophy about man and his outlook towards his functions (Massie, 1987:101-102).

Several attempts have been recorded in determining different techniques and procedures for more efficient leadership operation which relate leadership to psychology, sociology and culture for purposes of gaining better understanding of group behavior, leadership and decision making (Pinili, 1997:141).

It has only been in the last decade or so that management scholars have begun to develop concepts which stress and put some operational meaning into the definition of the manager's primary role as a "developer" and "utilizer" of human resources (Hicks, 1980:101). Being the prime movers of the organization, managers must have sufficient technical skills to accomplish the mechanics of a particular job; adequate human skills in working with others to become effective group members and to be able to build cooperative efforts within the teams they lead; sufficient conceptual skills to recognize the interrelationships of the various factors involved in a certain situation and to formulate sound policies on human resources development, among others (Segumpan: 1998:103).

One critical factor in an organizational structure is

human behavior. A leader needs to understand the desires, goals and culture of an organization in order to avoid encountering conflicts with his group. Therefore, it is significant that a leader should have ample knowledge of the different theories of human behavior (Garcia, 1976:245). Hence, an effective and successful administrator needs to possess the knowledge on how to deal with people in all walks of life. He has to establish harmonious relationships with his subordinates so that desired aims and objectives of the organization will be realized. As school administrator, it is his duty to find ways and means in encouraging subordinates to be cooperative and show more improved performance (Devina, 1986:204).

Harmony in a group greatly depends on how effective is the management. So, the administrator has a great part in maintaining harmonious relationship within the group. But what has been observed is that these expected ideals are not actually happening in most of the educational institutions today. This is proven by the criminal and administrative cases filed in the different DepEd offices throughout the nation. In Samar Division alone, there are ten administrative cases that are on going from school year 1998 up to the present and some of these have gone out to the courts and remained unsettled.

In addition to this, there are administrators being confronted with problems regarding subordinate relationship since some teachers are manifesting negative attitude towards them. There are indifferent teachers who go against administrators' good plans. Some who are aspiring for recognition but remained unrecognized because of strong competitions resort to creating trouble by filing unreasonable protests against a co-teacher who happens to get on top of the rank. Discontented with the result, others would further go in writing anonymous letters against their immediate superiors sent to the higher officials of the department. Some would even come to the point of campaigning for the transfer, suspension or even dismissal of their superiors through petitions. Some create problems by resorting to intentional act of absenteeism, tardiness, delay in submission of reports and non or poor cooperation in the implementation of the different programs and projects in school. In other words, teachers contribute to these conflicts since some of them are very indifferent towards their superiors for reasons which are too shallow and unreasonable. In spite of the efforts their superiors are exerting in establishing harmony within the organization, the fact remains that problems related to superior-subordinate relationship are still prevalent.

However, not all the faults can be blamed on the teachers. Many teachers nowadays show manifestation of fear towards their school administrators and supervisors because they feel that their visits and observations of classes are just for purposes of finding teacher's weaknesses and faults (Abinales, 1992:7). Instead of giving them constructive comments and suggestions, administrators would criticize them before the crowd during district meetings which demoralize teachers and causes them to behave indifferently and give out poor performance which now result to failure in the attainment of administrator's goals and objectives.

Sagay (1992:141-142) pointed out that good administration as well as good supervision is not a luxury but a necessity. No matter how earnest teachers may be, they become helpless in some situations if they happen to be under an administrator who is incapable of guiding and supervising them well. The success and failure of any institution rest squarely upon the shoulders of the administrator who is responsible for the activities of the group under their direction and guidance. In a democracy, the rights and worth of an individual and respect for his potentialities are of major importance. In like manner, good human relations in all phases and all levels of school administration and supervision must be practiced.

It is for the aforecited observations that the researcher is motivated to undertake this study to look into the attitude of teachers and administrators themselves towards the managerial styles they practice in their respective schools. The findings of this study can be used as basis for recommendations and suggestions in achieving favorable attitude among teachers and administrators themselves such as promoting sound interpersonal relationship among themselves which may lead to peace, harmony and development in these schools and communities in particular and the whole educational system in general.

Statement of the Problem

This study attempted to determine the managerial style of elementary school administrators and the corresponding attitude of teachers to these styles in the Division of Samar for SY 2001-2002.

Specifically, it sought to answer the following questions:

1. What is the profile of the teachers and administrators in the complete elementary schools along the carline headed by principals in the division of Samar with respect to:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 position/designation;

1.4 educational attainment; and

1.5 length of service as administrator/teacher?

2. As perceived by teachers and administrators themselves, to what extent do the administrators practice the following managerial styles:

2.1 autocratic management style;

2.2 participial management style; and

2.3 permissive management style?

3. Is there a significant difference between the perceptions of the two groups of respondents as to the managerial styles employed by the administrators?

4. What is the attitude of the teachers towards the managerial styles of the administrators as perceived by the teachers and administrators themselves?

5. Is there a significant difference between the perception of the two groups of respondents relative to the teachers' attitude towards the managerial styles of elementary school administrators?

6. Is there a significant relationship between the managerial styles employed by elementary school administrators and the teachers' attitude towards these styles?

7. What are the problems encountered by the teachers and the administrators relative to the managerial styles of the administrators in the elementary schools and to what

extent are they felt?

8. What solutions are offered by the teachers and administrators to the above-stated problems?

9. What implications may be derived from the findings of this study towards improving interpersonal relations?

Hypotheses

The following hypotheses were tested:

1. There is no significant difference between the perceptions of the teachers and administrators as to the extent the administrators practice the following managerial styles:

- 1.1 autocratic management style;
- 1.2 participial management style; and
- 1.3 permissive management style.

2. There is no significant difference between the perceptions of the two groups of respondents relative to the attitude of the teachers towards the managerial styles of elementary school administrators.

3. There is no significant relationship between the managerial styles employed by elementary school administrators and the teachers' attitude towards these styles.

Theoretical Framework

This study is based on Douglas McGregor's (1999:241-

242) famous Theory X and Theory Y which stipulate the motivational styles of managers based on their assumptions about people. Theory X assumes that people basically dislike work, are lazy and will avoid work if possible. Because of their laziness and dislike for work, people must be coerced, threatened and closely directed and controlled to ensure their minimum performance. Most people under this theory prefer to be managed with policies, rules and close control by someone in an authoritative position. Under this theory X, the organization must be structured with policies, procedures and work rules because people prefer to be directed and controlled. Job responsibilities need to be clearly spelled out, goals are determined without the employees participation or consideration. This kind of theory leads some managers to believe that their role in the organization is to coerce and control workers.

On the other hand, when theory Y is being applied by managers, they assume that their management role in the organization is to develop their employees to their full potentials. Subordinates are considered as mature and responsible individuals. This theory provides assumptions that people do not avoid work because they like it and that work is just as natural as eating, sleeping and playing. If given the proper environment, people will seek responsibility and be very creative in their work. When

organizational objectives are congruent with personal goals, people will be highly motivated to work and exercise substantial self-direction and control and people's commitment to the organizational objectives is a function of the rewards they receive for achievement.

It is therefore evident to say that more participation is encouraged in theory Y although the degree of participation depends upon a variety of factors which will include the problems or issues, the attitude and past experiences of the employees as well as the manager's skills. The main purpose of participation is to encourage the growth of subordinates in terms of their ability to accept responsibility. In this regard subordinates are given the chance to experience personal satisfaction leading them to establish better performance of work.

Another theory utilized as anchorage of this study is the Path-Goal Theory of Leadership of Robert House (Bittel and Newstrom, 1990:367) wherein he identified three leadership behaviors. The first is the instructional leadership which defines rules and relationships, stresses standards of performance and explains why tasks should be done. Another is the supportive leadership wherein its concepts identifies behavior which builds interpersonal relationships, makes it pleasant to be a member of the group, helps others to overcome conflicts and facilitate

changes. The last is the participative leadership wherein the leader works directly with others, listens to what subordinates say, asks for suggestions and involves others in making decisions.

Leaders must not think that belonging pertains only to a group work or team. They must understand that it includes the need to make people feel that they are part of the organization and that they need to be involved in the making of decisions which affect them. In this way participation is encouraged, employees are made to feel their commitment to the organization, adequate communication is present and people are working with certain directions, certainly, goals and objectives will be successfully attained.

Conceptual Framework

The conceptual framework of this study is shown in figure 1.

The bottom frame illustrates the research environment which includes the complete elementary schools headed by principals in the Carline Districts of the Division of Samar. The second frame shows the respondents of this study which involved all the district supervisors and school principals of the elementary schools used and the teachers randomly sampled per school. The circular frame

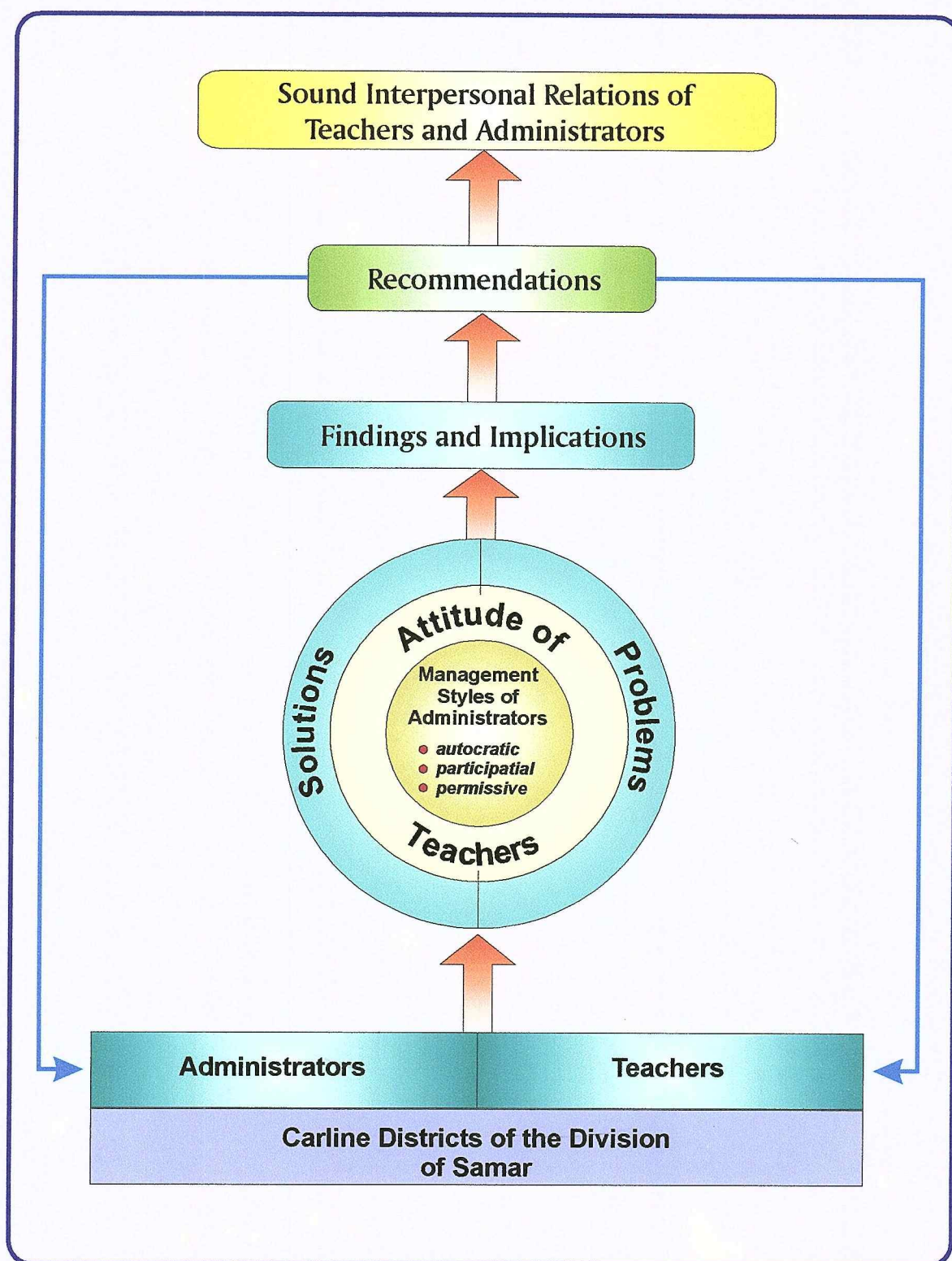


Figure 1. Schema of the Conceptual Framework

shows the subject of the study which are the management styles employed by the administrators as perceived by the teachers and administrators themselves. Attitude of teachers towards these management styles employed was also expressed by both teachers and administrators. These perceptions were analyzed and compared to determine similarities and differences. These revealed the management styles commonly practiced by the administrators and the attitude of the teachers towards these. Along with this, the study found out the problems encountered by both teachers and administrators as they work together under certain management styles employed by the administrators. Correspondingly, they were asked of their solutions to the perceived problems. The findings were analyzed and interpreted to generate implications that would serve as inputs or basis to improve management practices that would result in better interpersonal relations between teachers and administrators. Recommendations were also formulated for the respondent's consumption to ensure the attainment of the ultimate goal of this study which is the sound interpersonal relations of teachers and administrators.

Significance of the Study

The researcher believes that the findings of this study would give professional insights to our educational leaders particularly the administrators and the teachers

thereby enhancing a conducive environment and sound social climate to promote organizational productivity.

To the Administrators. They would benefit from this study by knowing how to get the best results and how to maximize the talents and capabilities of his subordinates for the attainment of the goals and objectives of the school by applying the most appropriate management style which would influence a larger number of people at the right time and place. Knowing the attitude of his teachers on the style of management used, would signal them to "shift gears" to adjust to their needs and style required.

Teachers. They would benefit from this study because they would be made aware of their strengths and weaknesses in their relationship with their superiors. They would be able to identify their respective duties and responsibilities as subordinates. This study would also give teacher better understanding in the role and responsibilities of school administrators and their influence on their performance, as well as the role of the teachers in having harmonious relations surface in the organization.

Parents. They would become supportive and cooperative in all endeavors of the school and the community to develop its human and material resources. Their cooperative efforts towards the common good would manifest the right image of a dedicated father or mother of school children

thus making them fruitful and productive members of a democratic society.

Pupils. The right image that would be manifested by the parents and school personnel as offshoots of this study would become guiding light of school pupils in their quest for knowledge and wisdom. The mutual relationship among the administrators, the teachers and the parents and the people in the community would have a positive impact on the minds and emotional stability of the school children.

People in the Community. They would become supportive and cooperative with parents in all endeavors of the school and the community to develop its human and material resources. They would be a significant human resource in working for the improvement of the school. They would be encouraged and enlightened that they also have to share in taking good care of the school because they also take part in whatever outcome achieved by the school.

Future Researchers. This study would be very advantageous to future researchers for it would provide them an additional reference of information and data related to attitude towards managerial styles which may be used as baseline data for further research. They could also apply this not only in the school system but in any other organization where leadership on efficient and effective management is highly concerned.

Scope and Delimitation

This study determined the managerial styles of elementary school administrators and the corresponding attitude of teachers towards these styles in complete elementary schools headed by principals in the carline districts of the Division of Samar. The managerial styles were categorized into autocratic, participatial and permissive.

The study involved 13 central schools and 11 non-central schools to a total of 24 schools (See Figure 2).

The respondents of this study involved two categories as samples, the administrators which included the District Supervisors and principals of the schools and the teachers which were randomly sampled per school. There were 305 respondents of this study broken down as follows: 13 district supervisors, 23 principals, one Teacher-in-charge and 268 teachers.

The study was conducted during the SY 2001-2002.

Definition of Terms

In order to help the readers and future researchers understand the contents of the different presentations, the following terms are herein defined conceptually and operationally.

Administrator. The term refers to an officer that

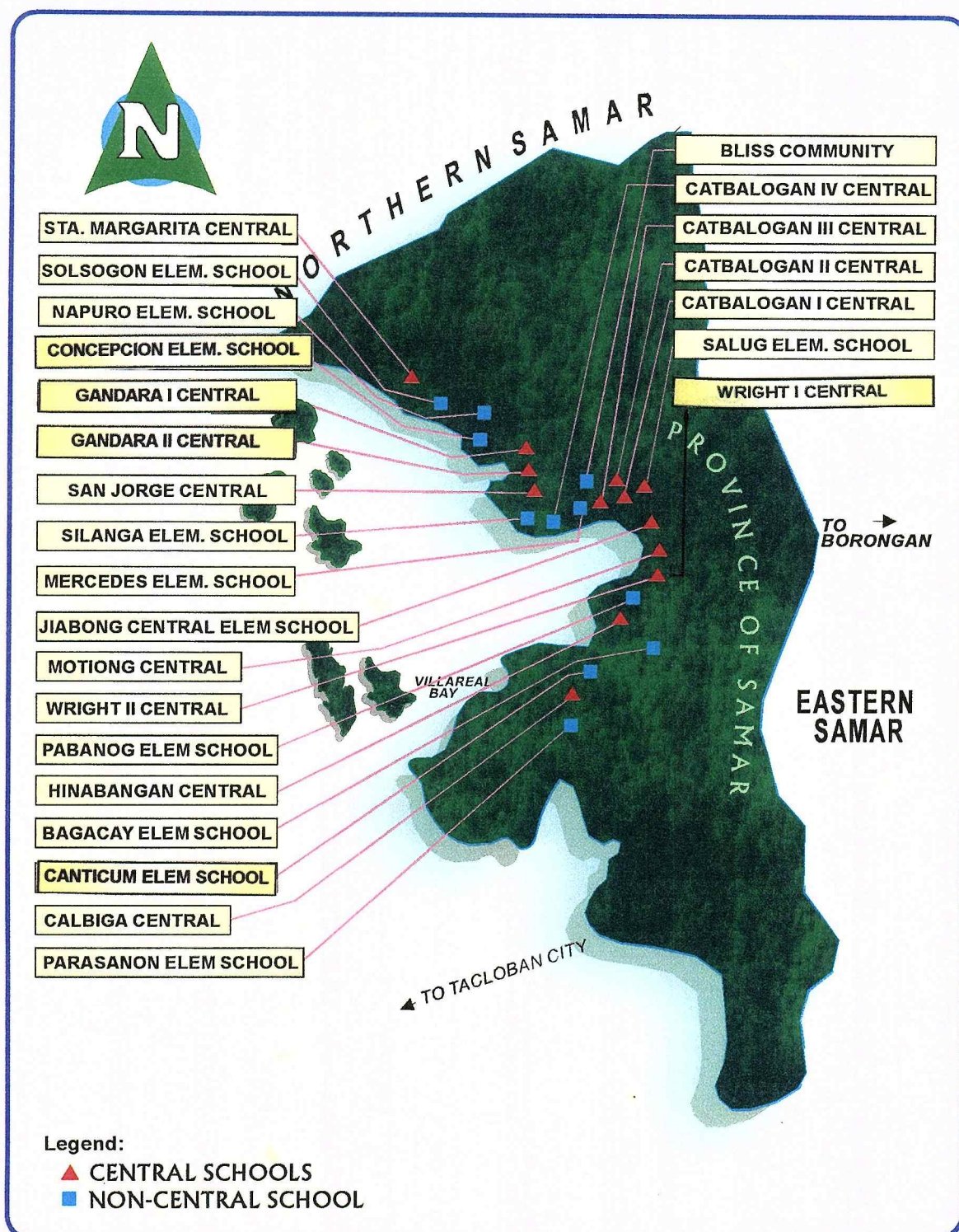


Figure 2. Map of Samar showing the Complete Elementary Schools headed by Principals in the Carline Districts of the Division of Samar.

directs or supervises affairs of the school (Gove, 1971:28). In this study, the term refers to the district supervisor, principals and teachers-in-charge in the elementary schools in the carline district of the Division of Samar.

Attitude. It is the predisposition of an individual to judge or act towards a certain class of stimuli in a particular way (Zimbardo, 1979:108). In this study, it refers to the attitude of teachers and administrators whether favorable or unfavorable towards the managerial styles of administrators as measured by the attitude indicators.

Autocratic Managerial Style. It refers to the dictatorial direction of the instructional activities of teachers. It places control or pressure among the group to follow the decision of the leader (Franco: 1988:282).

Community. They are the people who reside in one locality and are subject to the same laws, have the same interests, etc. (Webster, 1987:265). In this study, it refers to the people residing in the barangays where the schools mentioned are located.

Elementary School. This term refers to the elementary schools which offer elementary curricula from Grade I to VI (Vergel: 1998:218). In this study, this term refers to the complete elementary schools in the Carline Districts of

Samar which are headed by principals.

Input. It is an effect or influence resulting from contributing opinions, informations, suggestions, etc. (Webster, 1995:502). In this study, it refers to the ideas, concepts or suggestions that will be gathered from both administrators and teachers than can help them make new decisions on certain things that would be helpful in improving interpersonal relations.

Interpersonal Relations. It is the logical or natural association existing between people (Webster, 1987:664, 1063). In this study, it pertains to the relationship existing between the teachers and administrators involved in this study.

Leader. It is the person who influence certain group of people within the organization towards goal-setting and goal achievement (Martires & Fule, 1993:108). In this study, it refers to the seven administrators in the carline districts of Division of Samar.

Management. It is the process by which human efforts are coordinated and combined with other resources to accomplish organizational goals and objectives. It is the process of designing and maintaining school environment in which teachers, students and administrators work together to accomplish desired objectives (Santos: 1999:1).

Management Style. It is the distinctive mode of

management behavior designed to inspire, guide, direct and manage subordinates so that they will perform tasks aimed at achieving organizational goals (Martires & Fule, 1993:115). In this study, it refers to the management styles treated in this study as: autocratic, participial and permissive management styles.

Manager. He is the one who runs the affairs or activities of an organization. He designs and maintains school environment in which teachers, pupils and administrators themselves work together to accomplish desired objectives (The American Heritage Dictionary: 1989: 413). In this study, it refers to all the administrators in carline districts in the Division of Samar.

Parents. He/She is a father or a mother or any organism that generates another or a producer (Webster, 1987:917). In this study, it refers to the mother and father of the school children of the schools being studied.

Participial Managerial Style. This style of management involves sharing of responsibility and authority. It is the management style wherein the teacher is regarded as co-worker and participate in analyzing and determining such aspects of instructions as objectives, materials and methods. They are also involved in the planning, organizing, staffing and controlling processes in a particular school (Franco: 1988:282).

Permissive Managerial Style. This term refers to the leadership style which allows maximum independence to subordinates in the attainment of desired goals (Franco: 1988:282).

Teacher/Master Teacher. This term refers to one who teaches or specifically one whose occupation is to teach others (Webster, 1987:1287). In this study, this refers to the teachers from the elementary schools headed by principals in the carline districts of the Division of Samar.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

To enrich this investigation on the attitude of teachers towards the managerial styles of administrators in the complete elementary schools headed by principals on the Carline Districts of Samar, the researcher patiently reviewed several books, unpublished theses, dissertations and other reading materials, both foreign and local to obtain relevant information.

Related Literature

Education is a human endeavor and as such human consideration should be foremost in any educational undertaking. Human relations is the major factor which affects teachers' morale and it is important that administrators possess knowledge about human behavior so that the workable and beneficial relations with teachers can be established. In the absence of teacher's support and cooperation, good human relationship between the principal and faculty will be impossible because they affect the working climate under which the student learns (Landicho, 1984:403). In other words, the success of any educational endeavor depends to a large extent on the sound relationship among school administrators and subordinates including the people in the community particularly the

parents of the school children.

Experts agree that attitude of teachers towards the managerial style of administrators play an important role in the attainment of educational goals. Garcia (1976:242) stressed in her article that teaching play a vital role in the development of educational organizations. They collaborate with the school leaders in the pursuit of productivity - quality education, excellence and competitiveness. Without them nothing much can be achieved in the system. It is important then to identify the factors that relate to teachers productivity.

Basically, teachers must work hard to attain group goals. However, they will only perform their job better and more enthusiastically when their tasks are interesting, varied and involved some challenge, learning and responsibility, they have enough information, support and authority to get the work done, they help make decisions that affect their jobs because bosses recognize that they know their jobs best, they understand how their own work fits into the larger picture, and they are treated as individuals, personally important to the organization (Sencio, 1984:364).

As pointed out by Martires (1993:108), teachers become productive when their school leader keeps interpersonal relations pleasant, provide encouragement and support,

stimulate self-direction and increase interdependence among members. Therefore, it is imperative that educational leaders manifest expertise in demonstrating the knowledge, attitude, values and skills his position requires (Segumpan, 1997:137).

Bittel and Newstrom (1990:10) revealed that management is a unique occupation. It is a process of obtaining, deploying and utilizing a variety of essential resources in support of an organization's objective. They admitted that the most important resource of an organization are its employees. On the part of the manager, he devotes a large portion of his own efforts to planning, organizing, staffing, activating and controlling the work of these human resource. One clear distinction between a manager and other employees is that, the manager directs the work of the others, rather than performing the work himself.

Estacio (1984:109) believed that an effective management is one that adopts to the unique demands of a given situation. It supports the contentions of some that management should be situational or should depend upon the contingency. She pointed out three distinct types of leadership which are: a) autocratic, the leader commands and expects compliance from his subordinates; b) participatinal, wherein the leader consults his subordinates on actions and decisions and encourages group

participation; and c) supportive leader, who does not only consult but support his subordinates to accomplish assigned tasks.

Other management styles have been identified and were grouped under four headings: 1) Dictatorial management which accomplishes tasks through fear of penalties and maintains a highly critical and negative attitude in relation with subordinates, 2) Benevolent-autocratic management assumes a paternalistic role which forces subordinates to rely on the leader for their satisfaction, 3) Democratic management which depend not only on their own capabilities but encourage consultation with subordinates and 4) Laissez-faire management wherein leader depends completely on subordinates to establish their own goals and to make their own decisions (Massie: 1987:101-102).

Leadership is also defined as the ability to influence the behavior of other people and that a leader is not only sufficiently equipped with the leaders know-how but he is also genuinely interested in the development of people. While he is capable of changing the behavior or attitudes of people, he should not seek the change simply to dominate them for personal interest but for them to develop their capability in solving organizational problems (Ramiso, 1997:142).

Quisumbing (1986:18) stressed that a leader should

possess the virtue of personal integrity and must have professional competence. Socias (1986:509) pointed out the qualities of a district supervisor: mentally alert, physically sound, socially upright, probably economically stable, emotionally mature and many more.

Leadership entails various responsibilities. A leader is a great servant. He sees things through the eyes of his followers. He puts himself in their shoes and helps them make their dreams come true. He does not say "Get going!" instead he says, "Let's go!" and leads the way. He does not walk behind with a whip, he is out in front with a banner. He is also a man builder, he helps people under him grow big because he realizes the more big men an organization has the stronger it will be. The leader uses his heart as well as his head. After looking at the facts with his head, he lets his heart take a look too. He is not only a boss, he is also a friend. The leader can be led. He is not interested in having his own way, but in finding the best way. He has an open mind. The leader keeps his eyes on high goals. He strives to make the efforts of his followers and himself contribute to the enrichment of personality, the achievement of more abundant living for all and the improvement of civilization (Franco, 1981:91).

It is also important to note that when supervisors

assign subordinates to jobs, they should make their best effort to match the employee and the job. This enables the person to utilize his potentials and capabilities to the fullest and focus clearly on the tasks assigned to him. According to Hannaford as cited by Leveriza (1990:151), a mismatch can be avoided if school administrators: a) compare what the teacher does now with what he should know; b) compare the teacher's ability to perform with the desired standard of quality; c) assess teachers ability to plan and carry through the job and the amount of planning needed; and d) judge whether the teacher can and will learn vital knowledge. Moreover, they should also consider the latter's dependability, will he produce a good job with minimum supervision? These managers should finally consider whether the man's manners, personal characteristics, and ability to deal with people are adequate for the job.

The management style that the school administrator employs will reflect on how teachers behave in a certain school. Roque (1983:62) opined that school administrators exerting remarkable influence upon the teachers and their supervisory services will contribute to the success and failure of the educational goals in general and in the teaching-learning process in particular.

In terms of factors affecting management, leadership

styles may be effectively employed if leadership situations are taken into consideration. Leadership situation vary and such factors are environment, culture and organization bear influence to the leadership situation. These critical dimensions of leadership situation are indispensable as contributing factors for effective leadership of school administrators (Cohen: 1990:12).

Researchers are showing that effective leadership seemed to depend on a number of variables. No one trait was common to all effective leaders and no one style was most effective in all situations. Because of these, researchers tried to identify the factors that influence the effectiveness of a particular leadership style as follows: 1) the leaders' personality, past experience and expectations wherein a manager's values, background and experience will affect his or her choice of style and that managers expectations of what style would be necessary to get subordinates to work also led to their choice of style; 2) the superior's expectations and behavior wherein the leadership style that a manager's approve is very important in determining the orientation a manager will select; 3) the subordinates characteristics, expectations and behavior. The subordinates play a critical role in influencing the managers leadership style because the response of subordinates to the manager's leadership

determine how effective the manager will be; 4) the requirement of the task. The nature of subordinates job responsibilities will also affect the type of leadership style a manager will use; 5) the organizational culture and policies. The culture of an organization shapes both the leaders' behavior and the expectations of subordinates. The stated policies of the organization also affect a manager leadership style; and 6) the expectations and behavior of peers. Managers form friendship with their colleagues in the organization and the opinions of these colleagues matter to them. In many ways, the behavior of managers affects and influences that of their associates (Clemens: 1985:91-112).

According to Curtis W. Cook, "Motivating employees is one of the most consistent challenges any manager faces." Person's attitude reacting to a specific situation is a result of motivation. It is the strength of the drive toward an action. Now, a manager's job is to identify employees' drives and needs and to channel their behavior, to motivate them toward task performance.

The presence of goals and the awareness of incentives to satisfy one's need are potent motivational factors leading to the release of effort. When an employee is productive and the organization takes note of it, rewards will be distributed. If these rewards are appropriate in

nature, timing and distribution, the employee's original needs and drives are satisfied. It is, therefore, important to understand the employees' needs (Zulueta - Castro de Lara, 2002:70).

Related Studies

Through the help of the different studies conducted by other researchers with relevant ideas with the present study, the researcher asked permission from some authorities of unpublished theses and dissertations as references to substantiate this research work on the attitude of teachers to the managerial styles of administrators in the complete elementary schools headed by principals in the carline districts of the Division of Samar.

Caveiro's study (1997) on the "Administrative and Supervisory Styles of Secondary School Administrators: A Basis for Policy Redirection" proved that the secondary school administrators in the Division of Samar are neither democratic nor autocratic or free-rein in their management. They could shift conveniently from one style to another as they see how fitted it is to the situation. It was also found out in this study that administrators and teachers varied significantly in their perceptions on the administrative and supervisory styles employed by the

secondary school administrators in the Division of Samar which meant that what the administrators believed they were practicing were not the ones perceived by their teachers. This meant that both groups lacked knowledge and understanding of the different administrative and supervisory styles. Caveiro made the following recommendations based on the findings and conclusions he made in his study: 1) Secondary school administrators must be properly acquainted through trainings, seminars and other related activities, regarding administrative and supervisory styles; 2) A study on the effect of administrative and supervisory styles as tools to effect change in the school system may be conducted; 3) To avoid mistaken perceptions of teachers on their administrators in their administrative and supervisory activities the principle of transparency should be observed by them.

Pancito's study (1997) aimed at determining the effectiveness of the administrative and supervisory practices of public and private secondary school administrators in Hindang and Inopacan, Leyte with the end in view of making proposals for upgrading.

Based on his findings, Pancito concluded that the administrators under this study were educationally qualified, with participation in in-service trainings, seminars, and conferences in relevant fields and with

enough length of administrative and supervisory experiences. It further concluded that their administrative and supervisory practices proved on its entirety their effectiveness in relation to the aforementioned profile. However, there was a proof of seeming weaknesses considering the average level of rating as found in the summarized outcome on the third point of consideration about the findings serving enough basis for an administrative and supervisory action plan, proposed measures for upgrading.

The following were some of the recommendations he formulated: 1) As a leader, stimulate or encourage shared authority; 2) Let others take an obligation or responsibility; 3) Instill in the minds of administrators to accept and exhibit open-mindedness to suggestions and criticisms; and 4) Develop positive thinking towards administrative and supervisory work.

Salazar's study (1997) was designed to assess the level of leadership competencies and leadership styles practiced by the elementary school administrators as viewed by themselves and the teachers.

His findings revealed that the elementary school administrators had "high" levels of leadership competencies as viewed by themselves and the teachers. On the leadership styles, the findings indicated that the

elementary school administrators and teachers perceived them as having practiced on "some occasions" and that the perception of both groups of respondents of the leadership styles did not differ significantly. The findings also implied that there is a need for more trainings for the elementary school administrators as part of the administrative and supervisory program development.

Salazar came up with the following recommendations: 1) On policy, the DECS should issue definite guidelines that would clarify the mechanics for the availment of the study leave privilege for elementary school administrators so that they can upgrade themselves professionally and ultimately inspire their leadership competencies and styles; 2) Provision should also be made for elementary school administrators to enable them to attend trainings as a compensatory scheme for those who will not be able to enroll in graduate studies; and 3) Close monitoring and evaluation of the performance of local school administrators should be conducted by regional and sub-regional superiors so that problems are given the appropriate solutions the earliest possible time.

Del Rosario's study (1999) on the "Leadership Styles of Head Teachers in Selective Districts in the Division of Samar: Its Influence on Teachers' Performance" proved that the gravity of the practice of the nomothetic leadership

style from the minimum to the full extent moderately affected the productivity of the teachers in an inverse manner which could be attributed to the quest of the teachers to be treated fairly and justly by their superiors. It was also proven that the strong commitment to public service of the teachers and their awareness of their primordial duty stabilized their "very satisfactory" and commendable performance such that they could never be affected by the idiographic leadership style practiced by their respective head teachers. He further recommended that a conduct of a seminar-workshop for the administrators regarding executive leadership and management be undertaken and a conduct of a seminar-workshop also be undertaken for the teachers that would focus on organizational change and development. He also recommended that a regular assessment be made on the head teachers regarding their executive leadership and management. Simultaneous to this is the periodic performance evaluation of their respective teachers.

The aforecited studies were related to each other in the sense that they were all concerned on identifying the administrative and the supervisory styles and the leadership styles the administrators commonly practice in the schools only that they differed in scope because in the study of Caveiro and Pancito, administrators and teachers

in the secondary level were used as respondents while in Salazar and del Rosario, administrators and teachers in the elementary level were utilized and they were also done in different clusters of schools and districts throughout the Division of Samar. Similar to the aforementioned studies, the present study also dealt on identifying the different managerial styles of administrators but unlike the previous studies, this study focused more on surfacing the attitude of teachers towards the managerial styles being employed by the school administrators in the elementary schools headed by principals in the carline districts in the Division of Samar.

The study of Balano (1992) on "Relationship of Principals' Personal Characteristics, Instructional Leadership and Management Styles to Teachers' Performance in the Division of Eastern Samar" revealed that the instructional leadership and personal qualities of the principal had no significant relationship except by age because apparently age was the only factor that had significant relationship with instructional leadership. It was also found out in this study that management styles and personal qualities of the principal had no significant relationship even between the principals autocratic management and experience and that management styles of principal was not related to teachers' performance only

that the democratic style of management had a strong relationship with instructional leadership. He further recommended that for effective instructional leadership, the school principal should employ the democratic type of management. Discrimination and playing favorites must be avoided. The welfare of the many should be considered over and above the welfare of a few.

In the study of Inciso (1996) on the "Managerial Styles and Managerial Skills of Secondary School Administrators as Change Facilitators," he found out that public secondary school administrators in the Division of Eastern Samar belonged to the progressive type of administrators and these administrators manifested that very satisfactory managerial ability was influenced or attributed to their technical know-how and remarkable educational background. He further concluded that the skillful administrator might or might not be "stylish" in actualizing his management function.

The study of Balano and Inciso were related to each other because both were on finding out the relationship of managerial styles of administrators to teachers' performance only that in Balano's study relationship between instructional leadership and personal qualities of the principals were also identified while in Inciso's study, the different instructional supervisory skills were

also touched. They were related to the present study because in here, the managerial styles of administrators were also being looked into as to whether it bore relationship to the attitude of teachers towards the different managerial styles.

In terms of differences, the present study had a great difference to the cited studies above primarily in terms of respondents, scope and locale in the sense that the present study had taken the teachers, principals and district supervisors of the complete elementary school headed by principals in the carline districts of Samar at the elementary level while the above previous studies had both taken the teachers, non-teaching personnel and administrators in the Division of Eastern Samar at the secondary level.

Codoy (1997) found out in his study on the "Teachers' Motivational Needs and Leadership Styles of Elementary School Administrators: Their Relation to Job Satisfactions" that the elementary school teachers were the docile and uncomplaining group because majority of them were satisfied with their jobs or in their present teaching and that the present crop of administrators were more democratic and humanistic in their dealings with their subordinates or teachers. This must probably be the result of their recent educational qualifications. And because of the humanistic

style of leadership employed by the school administrators, the job satisfaction of the elementary school teachers are predominantly stable. The following were the recommendations he made: 1) School administrators should continue using the democratic style of leadership. They should be more concerned with the plight of the teachers and treat them as "whole persons with dignity." 2) That teachers be encouraged to set higher goals. "Hitching a wagon to a star" may just be the dream but if pursued may become a reality.

In the study conducted by Villarejo (1990) on "Leadership Style of Public Elementary School Administrators in Relation to Teachers' Morale in Northwestern Leyte Division," he found out that the leadership styles commonly exhibited by school administrators in the town of Northwestern Leyte: San Isidro, Tabango North, Tabango South, Villaba North, Villaba South as perceived by teachers were nomothetic, transactional and ideographic. The morale of teachers was indicated to be on average. There was a significant relationship between the morale level of teachers and the leadership styles of school administrators.

Codoy's and Villarejo's study had similarities in some points because both tried to surface the leadership styles practiced by elementary school administrators as viewed by

administrators themselves and by the teachers but in Villarejo's study, the identified leadership styles were correlated to the morale of teachers in northwestern Leyte Division while in Codoy's study, it also tried to identify the teacher's instructional needs and how they are related to teachers' job satisfaction. Both of them were similar to the present study in the sense that these studies tried to consider the influence of administrators leadership styles on teachers though the present study was more on correlating the attitude of teachers to the managerial styles being identified.

Abadiano (1994) in her study "Schools' Administrators Instructional Supervisory Skills: Their Influence on Teachers Performance" revealed that the administrators in some selected districts in the division of Samar had higher educational qualifications than the teachers. Another finding revealed that administrators and teachers did not have the same perceptions, that they varied in their views in terms of the extent of exercise in the supervisory functions and that administrators were most concerned with the welfare of their subordinates and least concerned on giving/awarding awards.

The following were some of the recommendations raised by Abadiano: 1) The administrators should coordinate more effectively with their supervisory functions on the aspects

of classroom supervision, teacher development, motivational practices and facilities development. 2) Teachers must upgrade themselves educationally so that they can participate more effectively in the policy formulation of schools where one belongs. Be encouraged to attend seminars and conferences. 3) Administrators should also provide more extrinsic motivation on the teachers by awarding them for exemplary performance so that they will be encouraged to perform better.

Montallana in her study (1990) on "Social Values of Elementary Teacher and Administrators in Eastern Samar" found out that the commitment of the teachers and administrators to social values significantly differed in all the values focused on family as well as those focused on society except in the value peace/active non violence. The administrators had significantly higher/stronger commitment to those values than the teachers.

Montallana and Abadiano both used teachers and administrators in the elementary level as their respondents in their studies and this was how they got similarity to the present study since it was also conducted among teachers and administrators at the elementary level. In terms of differences, Montallana's study focused more on the Social Values of elementary teachers and administrators in Eastern Samar while Abadiano's study was more on

instructional supervisory skills of administrators and their influence on teachers' performance. The present study was on identifying the managerial styles of administrators and correlating them to the attitude of teachers towards these identified managerial styles.

As a whole, all the ideas of the authorities mentioned were all related in some ways to the present study in the sense that they furnished enough background of the subject and at the same time broadened the scope due to alliance of self-concept with those elements that affected the behavior of the individual and were basis for measurement.

Chapter 3

METHODOLOGY

This chapter describes the methodology used in the conduct of this study. Included in this part are the research design, instrumentation, validation of the instruments, sampling procedure, data gathering procedure and the statistical treatment of data.

Research Design

This study employed the descriptive-correlational and comparative method of research to assess the management styles employed by the administrators as perceived by teachers and administrators themselves and to determine the attitude of teachers towards the managerial styles based on the perception of the two groups of respondents in the elementary schools headed by principals in the Carline Districts of the Division of Samar for school year 2001-2002. Furthermore, this study sought to find the relationship of the managerial styles employed to the attitude of teachers towards the styles. Implications were drawn from the findings in order to formulate ways of improving management practices among the elementary school administrators that would promote sound interpersonal relationship between them.

The principal instrument used was the questionnaire

checklist which was supplemented by documentary analysis, personal interviews and actual observations to verify or crosscheck the initial responses and information obtained through the questionnaires that may be doubtful to the researcher. Some of statistical tools used to analyze the data were frequencies, weighted means, t-test for independent samples, Pearson Product Moment Correlation Coefficient and Fisher's t.

Instrumentation

In order to gather the necessary data to answer the specific questions, questionnaire, documentary analysis, interview and observation were formulated and administered.

Questionnaire. The researcher designed two sets of questionnaires in this study. The first set of questionnaire was used to gather responses from the school administrators while the second set was used to elicit the information from the teachers.

These two sets of questionnaires intended for the school administrators and teachers had five parts. Part I intended to gather data of their profile such as age, sex, civil status, position/designation, educational qualification and length of service as administrator or teacher. Part II consisted of indicators of the different management styles which were rated by the administrators and teachers

to surface the style of management commonly employed. The indicators in the questionnaires were numbered successively with the following groupings: 1 - 10 items were on autocratic style; 11 - 20 on participatinal; and 21 - 30 were on permissive style. This was left unidentified for the respondents to be unbiased on their responses to each indicator. A five-point scale was used as: 5 for always practiced, 4 for often practiced, 3 for moderately practiced, 2 for slightly practiced, and 1 for not practiced. Part III contained the attitude statements which were used to ascertain the attitude of teachers towards the managerial style used by the elementary school administrators. A five point scale was also utilized with slight modifications to suit this particular study. In the positive indicators, the descriptive assessment with their numerical equivalent as follows: 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree. For the negative indicators the scaling was reversed: 5 for strongly disagree, 4 for disagree, 3 for undecided, 2 for agree, and 1 for strongly agree. Part IV contained the problems encountered and Part V contained solutions offered.

Documentary Analysis. This technique was used to scrutinize records on in-service trainings, socio-economic status, educational qualification, age and position of the

of Samar.

For the administrator respondents, total enumeration was used in the sense that all the district supervisors and principals assigned in these twenty-five schools were taken and there were 37 of them. For the teachers, the researcher used stratified random sampling where all teachers had equal chances of being chosen as respondents. The fish-bowl technique was applied in the selection where in the name of all the teachers from each of the twenty-five complete elementary schools were written on a small piece of paper, rolled and placed in a box. The researcher drew from the box one rolled paper at a time until the desired sample size was completed. The drawn name of teachers were taken as the respondents of the study.

In determining the sample size for teacher respondents from each school, the Sloven's formula (1996:55) was used as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where: N = refers to the total number of teachers
 from each of the twenty-five sample schools
 n = refers to the sample size or number of
 respondents
 e = refers to the desired margin of error which
 was set at .05

For a clearer picture of the number of respondents for each of the twenty-five complete elementary schools involved in this study, Table 1 is hereby provided.

Table 1

Respondent's Distribution by Group and by School

School	Number of Respondents				Total
	Supervisors	Principals	OIC/TIC	Teachers	
1. Bagacay Elem. School		1		10	11
2. BLISS Community		1		7	8
3. Calbiga Central Elem. School	1	1		18	20
4. Canticum Elem. School		1		4	5
5. Catbalogan I Central	1	1		31	33
6. Catbalogan II Central	1	1		19	21
7. Catbalogan III Central Elem. School	1	1		23	25
8. Catbalogan IV Central Elem. School	1	1		12	14
9. Concepcion Elem. School		1		4	5
10. Gandara I Central Elem. School	1	1		10	12
11. Gandara II Central Elem. School	1	1		9	11
12. Hinabangan Central Elem. School		1		12	13
13. Jiabong Central Elem. School	1	1		9	11
14. Mercedes Elem. School		1		17	18
15. Motiong Central Elem. School		1		9	10
16. Napuro Elem. School		1		5	6
17. Pabanog Elem. School		1		5	6
18. Pinabacdao/San Sebastian - Parasanon Elem. School	1	1		5	7
19. Salug Elem. School		1		10	11
20. San Jorge Central Elem. School	1			9	10
21. Silanga Elem. School		1		8	9
22. Solsogon Elem. School			1	5	6
23. Sta. Margarita Central Elem. School	1	1		11	13
24. Wright I Central	1	1		9	11
25. Wright II Central	1	1		7	9
	13	23	1	260	305

Data Gathering Procedure

The researcher, with the permission secured from the Schools Division Superintendent and the District Supervisors of the different schools involved in this study, distributed the questionnaire personally to the respondents by requesting for a meeting of all the respondents in every school. During the distribution of the questionnaires, the researcher explained thoroughly how the instrument would be accomplished to insure accuracy, sincerity and honesty of responses. She gave the respondents time to answer the questionnaires for two days. During the retrieval, the researcher personally conducted an unstructured interview with the respondents and did an on-the-spot observation of the respondents' place of work. She tried to observe the outward manifestation of teachers' and administrators' behavior which she noted, had relevance to this study. The researcher was able to get 100% retrieval of the fielded questionnaires during the second and third week of August, 2001.

Responses to the instruments were recorded, tabulated, and analyzed as contained in Chapter IV of this study.

Statistical Treatment of Data

The data gathered through the use of the questionnaires were tabulated, analyzed and interpreted qualitatively and quantitatively using the appropriate

statistical processes. The data gathered in response to the question on the extent the administrators practice the following managerial styles: autocratic management style, participial management style and permissive management style as perceived by teachers and administrators themselves in the complete elementary schools headed by principals of the Carline District of Samar was assessed and interpreted using the following weighted means:

<u>Weighted Mean</u>	<u>Value</u>	<u>Description</u>	<u>Interpretation</u>
4.51 - 5.00	5	Always Practiced Strongly Agree Extremely Felt	--> Extremely Favorable
3.51 - 4.50	4	Often Practiced Agree Highly Felt	--> Highly Favorable
2.51 - 3.50	3	Sometimes Practiced Uncertain Moderately Felt	--> Neutral
1.51 - 2.50	2	Seldom Practiced Disagree Slightly Felt	--> Unfavorable
1.00 - 1.50	1	Not Practiced Strongly Disagree Not Felt	--> Extremely Unfavorable

The weighted means thus obtained constituted the data to express the extent of agreement between the perceptions of teachers and the administrators on the management styles employed by the administrators.

To compare the perception of the two groups of respondents on the attitude of the teachers to the managerial styles of administrators, the t-test for independent samples was used with the following formula (Downie and Heath, 1984:193):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(\sum X_1^2 + \sum X_2^2) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}{(n_1 + n_2 - 2) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

where:

- t = is the computed statistical value
- \bar{X}_1 = is the mean of X_1 variables
- \bar{X}_2 = is the mean of X_2 variables
- n_1 = the number of cases under X_1
- n_2 = the number of cases under X_2
- Σ = summation

To determine the relationship between the management styles employed and attitude of the teachers the Pearson Product Moment Correlation Coefficient was used (Downie and Heath, 1984:99-101):

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

where:

r_{xy} = correlation between x and y

Σx = sum of test x

Σy = sum of test y

N = number of cases

Σx^2 = sum of squared x score

Σy^2 = sum of squared y score

Σ = summation

To test the significance of the computed correlation coefficient, Fisher's t-test was employed with the following formula (Walpole, 1982:382):

$$t = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

where: r = correlation coefficient

n = number of pairs

The .05 alpha level of significance was used in all cases of hypothesis testing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses the analysis and interpretation of the data gathered through the various instruments employed by the researcher. Included in this section are: 1) profile of the respondents; 2) managerial styles practiced by elementary school administrators; 3) attitude of teachers towards the managerial styles of elementary school administrators; 4) relationship between managerial styles and teachers' attitude; and 5) problems and solutions encountered by elementary school administrators relative to their managerial styles.

Profile of the Respondents

Tables 2-9 present the profile of the two groups of respondents, viz: the administrators and teachers. Included in the profile are age and sex of the respondents, their civil status, position/designation, educational qualification and length of service.

Age and Sex. Table 2 has the profile of the administrator-respondents in relation to their age and sex. It can be gleaned from said table that the highest number of these respondents with 21 or 57.76 percent were between 56-61 years old. This was followed by those falling between 51-55 years with 10 or 27.02 percent, 46-51 years

Table 2

Age & Sex Distribution of Administrator-Respondents

Age group (years)	S E X		Total	Percent
	Male	Female		
56 - 61	7	14	21	57.76
51 - 55	4	6	10	27.02
46 - 50	1	2	3	8.11
41 - 45	0	1	1	2.70
36 - 40	1	0	1	2.70
31 - 35	1	0	1	2.70
Total	14	23	37	100.00
Percent	37.84	61.16	100.00	-
Mean	53.21	55.82	55.05	-
SD	8.29	4.90	6.40	-

with three or 8.11 percent and 41-45, 36-40 and 31-35 years with one administrator or 2.7 percent corresponding to each of these age ranges. The average age of the school administrators was pegged at 55.05 years with a standard deviation (SD) of 6.40 years. The female group was older than their male counterpart as evidenced by their mean age of 55.82 years as against 53.21 years. It appeared that the administrator-respondents were relatively over middle-age. Furthermore, the table suggests that the school administrators were predominantly female inasmuch as there were 23 or 62.16 percent of them belonging to this sex while there were 14 or 37.84 percent who were male

administrators.

Presented in Table 3 are the data relative to the age and sex profile of the teacher-respondents. It reveals that the most number of teachers fell between age bracket 36-40, with 49 or 18.28 percent of them, followed by 21-25 years with 44 teachers or 16.42 percent, 26-30 years with 43 teachers or 16.04 percent and 31-35 years with 40 teachers or 14.93 percent. Twenty-four teachers or 8.96 percent fell between the age range 41-45; 23 or 8.58 percent in each of the age brackets, 46-50 and 51-55; and 22 or 8.21 percent belonged to 56-61 age bracket. The average age of the teacher-respondents was 38.07 with a SD of 10.21. In this group, the male teachers were older than the female teachers, registering a mean age of 45.18 as against 36.67 with a SD of 10.72 and 10.11 respectively. The data implied that the teacher-respondents were in their middle age. Like the administrators groups, the modal sex of the teacher-respondents was female corresponding to 224 or 83.58 percent and the male teachers comprising 44 or 16.42 percent.

Civil Status. The profile of the respondents according to civil status is shown in Table 4. It is categorized into single, married, widow/er and separated. Among the administrator-respondents, 34 or 91.89 percent were married; two or 5.41 percent were single; one or 2.70

Table 3

Age & Sex Distribution of Teacher-Respondents

Age group (years)	S E X		Total	Percent
	Male	Female		
56 - 61	7	16	23	8.58
51 - 55	12	12	24	8.96
46 - 50	3	19	22	8.21
41 - 45	11	12	23	8.58
36 - 40	2	47	49	18.28
31 - 35	2	38	40	14.93
26 - 30	3	40	43	16.04
21 - 25	4	40	44	16.42
Total	44	224	268	100.00
Percent	16.42	83.58	100.00	-
Mean	45.18	36.67	38.07	-
SD	10.72	10.11	10.21	-

percent was separated; and none was a widow/er. Among the teacher-respondents, 213 or 79.48 percent were married; 27 or 10.07 percent were single; 21 or 7.84 percent were widow/ers; and seven or 2.61 percent were separated. In both groups, married ones were predominant. This was expected because basing on both group's age profile, their mean ages were of a marriageable age.

Position/Designation. In terms of position/designation, the profile of the administrator-respondents is found in Table 5. Of the 37 respondents, 23 or 62.16 percent were elementary school principals; 13 or 35.14

Table 4

Civil Status Distribution of Respondents

Civil Status	Respondents' Category				Total	Percent
	Adminis- trators	%	Teachers	%		
Single	2	5.41	27	10.07	29	9.51
Married	34	91.89	213	79.48	247	80.98
Widower	0	0.0	21	7.84	21	6.89
Separated	1	2.70	7	2.61	8	2.62
Total	37		268		305	100.00
Percent	12.13	100.00	87.87	100.00	100.00	

Table 5

Position/Designation Distribution of
Administrator-Respondents

Position/ Designation	Number of Administrators	Percent
Schools District Supervisor	13	35.14
Elem. School Principal	23	62.16
Officer-in-Charge	1	2.70
Total	37	100.00

percent were schools district supervisors; and one or 2.7 percent was an officer-in-charge. Table 6 discloses the position/designation profile of the teacher-respondents. Among them, 227 or 84.70 percent were elementary grades

teachers and 41 or 15.30 percent were master teachers.

Table 6

Position/Designation Distribution
of Teacher-Respondents

Position/ Designation	Number of Teachers	Percent
Master Teacher	41	15.30
Elem. Grades Teacher	227	84.70
Total	268	100.00

Educational Qualification. Table 7 has the data on the educational qualification of both the administrator- and teacher-respondents. Among the administrators, 17 or 45.95 percent had MA/MS degrees with Ph.D./Ed. units; nine or 24.32 percent obtained bachelor's degree with MA/MS units; eight or 21.62 percent finished their MA/MS degree; three or 8.11 percent obtained their Ph.D./ Ed.D.; and none remained having a bachelor's degree only. Thus, it could be said that the administrators were educationally qualified for their positions.

Among the teacher respondents, 144 or 53.73 percent had a bachelor's degree with MA/MS units; 103 or 38.43 percent had bachelor's degree only; 10 or 3.73 percent each, who finished MA/MS Ph.D./Ed.D. units and those with

MA/MS degree; and one or 0.38 percent already obtained a Ph.D./Ed.D. degree. With majority of them having MA/MS units and even higher, it implied that this group of respondents were not only qualified for their position but even for higher positions. Moreover, this indicated an awareness among them of upgrading themselves while in-service by pursuing advance education.

Table 7

Educational Qualification Distribution of Respondents

Educational Qualification	Respondents' Category				Total	Percent
	Adminis- trators	%	Teachers	%		
Ph.D./Ed.D.	3	8.11	1	0.38	4	1.31
MA/MS with Ph.D./ Ed.D. units	17	45.95	10	3.73	27	8.85
MA/MS	8	21.62	10	3.73	18	5.90
Bachelor's Degree with MA/MS units	9	24.32	144	53.73	153	50.16
Bachelor's Degree	0	0.00	103	38.43	103	33.77
Total	37		268		305	100.00
Percent	12.13	100.00	87.87	100.00	100.00	-

Length of Service. Table 8 contains the profile of administrator-respondents according to length of service as a teacher and an administrator. As a teacher, 11 or 29.73 percent of the 37 respondents had teaching experience that

fell between 21-25 years; eight or 21.62 percent fell between 11-15 years; six or 16.22 percent between 6-10 years; five or 13.51 percent between 16-20 years; four or 10.81 percent between 26-30. It is notable that three or 8.11 percent of the respondents had stayed between 31-35 years before they got promoted as administrator. It took more than five years to stay in teaching, before they were promoted to administratorship as no one fell between the service range of 1-5 years. The average years they stayed in teaching was 19.08 years with a SD of 7.65 years. As an administrator, eight administrators or 21.62 percent had

Table 8

Length of Service Distribution of
Administrator-Respondents

Length of Service (years)	As Teachers		As Administrators	
	Number	Percent	Number	Percent
31 - 35	3	8.11	-	-
26 - 30	4	10.81	3	8.11
21 - 25	11	29.73	3	8.11
16 - 20	5	13.51	8	21.62
11 - 15	8	21.62	8	21.62
6 - 10	6	16.22	8	21.62
1 - 5	-	-	7	18.92
Total	37	100.00	37	100.00
Mean	19.08 yrs.	-	13.14 yrs.	-
SD	7.65 yrs.	-	7.59 yrs.	-

been in the position in each of the service brackets: 16-20 years; 11-15 years; 6-10 years. This was followed by seven or 18.92 percent who had administrative experience between 1-5 years. Three or 8.11 percent of the administrators had been an administrator in each of the service ranges of 26-30 years and 21-25 years. In this group, no one had reached more than 30 years of administrative experience. So far, their average length of service was pegged at 13.14 years with a SD of 7.59 years. The data implied that the school administrators had a lot of teaching as well as administrative experience to reckon with.

The length of service of the teacher-respondents is reflected in Table 9. As shown in the table, 49 or 18.28 percent had 16-20 years, followed by 44 or 16.42 percent who had 1-5 years; 43 or 16.04 percent who fell between 6-10 years; and 40 or 14.93 percent who had already been in teaching for about 11-15 years. A good number also appeared to have stayed quite long in teaching because 24 or 8.96 percent fell between 31-35 years; 23 or 8.58 percent each in the service range of 36-41 years and 21-25 years; and 22 or 8.21 percent had teaching experience falling between 26-30 years. The mean years of teaching service of the group posted at 18.32 years with a SD of 10.06 years. It indicated that teacher-respondents were experienced teachers, long enough to hone them as good

teachers, hopefully.

Table 9

Profile of the Teacher-Respondents
According to Length of Service

Length of Service (years)	Number	Percent
36 - 41	23	8.58
31 - 35	24	8.96
26 - 30	22	8.21
21 - 25	23	8.58
16 - 20	49	18.28
11 - 15	40	14.93
6 - 10	43	16.04
1 - 5	44	16.42
Total	268	100.00
Mean	18.32 yrs.	-
SD	10.06 yrs.	-

Extent to Which Managerial Styles
Are Practiced by Elementary
School Administrators

The study looked into the managerial styles and the extent to which these were practiced by school administrators as perceived by the administrators themselves and teachers. These styles were categorized as: autocratic, participatinal and permissive. The consolidated responses of the two groups of respondents are found in Tables 10-15.

Autocratic Style. The perception of the administrator-respondents on the extent to which they practiced autocratic style is depicted in Table 10. Of the ten indicators, one was assessed as "Often Practiced" with a mean of 3.65. This refers to "Encourages both teachers and administrators to give importance of being ahead of other schools." Five were rated with weighted means of 3.46, 3.11, 3.08, 2.95 and 2.76 - all signified "Sometimes Practiced." Respectively, they corresponded to the following: 1) Places the welfare of the school above the welfare of the teachers in it; 2) Encourages administrators to speak in a manner not to be questioned; 3) Encourages administrators to insist that teachers under him will follow to the letter those standard routines handed down; 4) Encourages administrators to demand loyalty from subordinates; and 5) Encourages administrators to criticize poor work of subordinates. Four indicators were "Seldom Practiced" corresponding to "Encourages administrators to provide adequate punishment for violation of rules" which had a weighted mean of 2.41; "Turns administrators to be aloof from his subordinates for fear of having respect lessened" - 2.22; "Encourages administrators to spend funds which is not intended for such purpose" - 1.89; and "Encourages administrators to play discrimination and favoritism among subordinates" - 1.73. The administrator-

Table 10

Managerial Styles Practiced by the Elementary School
Administrators as Perceived by Themselves
(Autocratic Style)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
Autocratic Style									
1. Places the welfare of the school above the welfare of the teachers in it	25 5	64 16	27 9	10 5	2 2	128 37	3.46	St	
2. Encourages administrators to criticize poor work of subordinates	10 2	28 7	39 13	20 10	5 5	102 37	2.76	St	
3. Encourages administrators to insist that teachers under him will follow to the letter those standard routines handed down	15 3	20 5	63 21	12 6	1 1	111 36	3.08	St	
4. Encourages both teachers and administrators to give importance of being ahead of other schools	45 9	52 13	27 9	10 5	1 1	135 37	3.65	OP	
5. Encourages administrators to speak in a manner not to be questioned	20 4	44 11	36 12	10 5	5 5	115 37	3.11	St	
6. Turns administrators to be aloof from his subordinates for fear of having respect lessened	15 3	16 4	15 5	22 11	14 14	82 37	2.22	S	

Table 10 (Cont'd.)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
7. Encourages administrators to provide adequate punishment for violation of rules	10 2	12 3	39 13	18 9	10 10		89 37	2.41	S
8. Encourages administrators to demand loyalty from subordinates	15 3	44 11	33 11	10 5	7 7		109 37	2.95	St
9. Encourages administrators to play discrimination and favoritism among subordinates	0 0	12 3	6 2	28 14	18 18		64 37	1.73	S
10. Encourages administrators to spend funds which is not intended for such purpose	10 2	8 2	9 3	26 13	17 17		70 37	1.89	S
Grand Total	-	-	-	-	-		-	27.25	-
Grand Mean	-	-	-	-	-		-	2.725	St

Legend: 4.51 - 5.00 - Always Practiced (AP)
 3.51 - 4.50 - Often Practiced (OP)
 2.51 - 3.50 - Sometimes (St)
 1.51 - 2.50 - Seldom (S)
 1.00 - 1.50 - Not Practiced (NP)

respondents gave autocratic style a grand mean of 2.725 equivalent to "Sometimes Practiced." This implied that though the administrators were not autocratic in their management, there were instances that they were autocratic as evidenced by the indicators they sometimes applied in their work.

The perception of the teacher-respondents of their

administrators on the extent they practiced the indicators of autocratic style is disclosed in Table 11. It can be noted that two indicators were "Often Practiced" by their administrators. These were: "Places the welfare of the school above the welfare of the teachers in it" which obtained a mean of 3.84, and "Encourages both teachers and administrators to give importance of being ahead of other schools" which got a mean of 3.82. Six indicators were assessed by the teachers as "Sometimes Practiced" as supported by their respective weighted means ranging from 2.57 to 3.39. The four out of the six indicators which were also assessed as sometimes practiced by the administrators were: 1) Encourages administrators to insist that teachers under him will follow to the letter those standard routines handed down; 2) Encourages administrators to speak in a manner not to be questioned; 3) Encourages administrators to criticize poor work of subordinates; and 4) Encourages administrators to demand loyalty from subordinates. Two indicators were assessed by the teachers as "Seldom Practiced" similar to the administrator's assessment. These were: "Encourages administrators to play discrimination and favoritism among subordinates" with a weighted mean of 2.25 and "Encourages administrators to spend funds which is not intended for such purpose" which had a weighted mean of 2.17. As a whole, this style of

Table 11

Managerial Styles Practiced by the Elementary School
Administrators as Perceived by Their Teachers
(Autocratic Style)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
Autocratic Style									
1. Places the welfare of the school above the welfare of the teachers in it	425 85	404 101	150 50	36 18	14 14	1029 268	3.84	OP	
2. Encourages administrators to criticize poor work of subordinates	165 33	272 68	228 76	78 39	52 52	795 268	2.97	St	
3. Encourages administrators to insist that teachers under him will follow to the letter those standard routines handed down	205 41	416 104	195 65	68 34	24 24	908 268	3.39	St	
4. Encourages both teachers and administrators to give importance of being ahead of other schools	415 83	384 96	183 61	30 15	13 13	1025 268	3.82	OP	
5. Encourages administrators to speak in a manner not to be questioned	195 39	336 84	198 66	74 37	42 42	845 268	3.15	St	
6. Turns administrators to be aloof from his subordinates for fear of having respect lessened	120 24	212 53	183 61	96 48	82 82	693 268	2.59	St	

Table 11 (Cont'd.)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
7. Encourages administrators to provide adequate punishment for violation of rules	85 17	228 57	204 68	92 46	80 80		689 268	2.57	St
8. Encourages administrators to demand loyalty from subordinates	190 38	260 65	204 68	78 39	58 58		790 268	2.95	St
9. Encourages administrators to play discrimination and favoritism among subordinates	100 20	136 34	171 57	80 40	117 117		604 268	2.25	S
10. Encourages administrators to spend funds which is not intended for such purpose	95 19	124 31	144 48	96 48	122 122		581 268	2.17	S
Grand Total	-	-	-	-	-		-	29.70	-
Grand Mean	-	-	-	-	-		-	2.97	St
Legend:	4.51 - 5.00 - Always Practiced (AP) 3.51 - 4.50 - Often Practiced (OP) 2.51 - 3.50 - Sometimes (St) 1.51 - 2.50 - Seldom (S) 1.00 - 1.50 - Not Practiced (NP)								

school administrators was assessed by the teacher-respondents as "Sometimes Practiced" as supported by the grand mean of 2.97. Again, even teachers observed their administrators to be autocratic sometimes in their management.

Quite notable in the responses of the respondents, both groups assessed item 4 as often practiced; items 5, 3,

8, 2 as sometimes practiced; and items 10, 9 as seldom practiced. One sees here an almost one-to-one consistency in the perceptions of both administrators and teachers. Both assessed autocratic style as sometimes practiced.

Participatinal Style. Table 12 reflects the perceptions of the administrator-respondents on the extent they practiced participatinal style of management. Very notable is that eight out of 10 indicators were deemed "Often Practiced" by them with weighted means ranging from 3.59 to 4.11. The top five with the higher means were: 1) Provides the administrator the knowledge to identify error and weaknesses of subordinates in order to correct them (item 8); 2) Provides cooperative tasks between superior and subordinates (item 7); 3) Encourages administrators to practice the appointing of committee to settle a problem rather than stepping in to decide on it by himself (item 5); 4) Encourages administrators to sell his viewpoint to the group rather than make it clear that as a boss, his decision is final (item 4); and 5) Encourages administrators to treat all teachers under him as equal (item 6). Two indicators were rated with weighted means of 3.19 and 3.16, both described as "Sometimes Practiced." They referred to "Encourages an administrator to keep everyone up-to-date on development affecting the group as a matter of course" and "Helps administrators establish

Table 12

Managerial Styles Practiced by the Elementary School
Administrators as Perceived by Themselves
(Participatival Style)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
Participatival Style									
1. Allows administrator to take time to explain the reasons for a decision on policy before putting it into effort or action	45 9	56 14	24 8	8 4	2 2	135 37	3.65	OP	
2. Encourages an administrator to keep everyone up-to-date on development affecting the group as a matter of course	25 5	36 9	45 15	8 4	4 4	118 37	3.19	St	
3. Helps administrators establish friendly atmosphere	10 2	60 15	33 11	10 5	4 4	117 37	3.16	St	
4. Encourages administrators to sell his viewpoint to the group rather than make it clear that as a boss, his decision is final	35 7	72 18	24 8	4 2	2 2	137 37	3.70	OP	
5. Encourages administrators to practice the appointing of committee to settle a problem rather than stepping in to decide on it by himself	55 11	68 17	12 4	4 2	3 3	142 37	3.84	OP	
6. Encourages administrators to treat all teachers under him as	60 12	56 14	6 2	12 8	3 3	137 37	3.70	OP	

Table 12 (Cont'd.)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
equal									
7. Provides cooperative tasks between superior and subordinates	75 15	48 12	21 7	2 1	2 2		148 37	4.00	OP
8. Provides the administrator the knowledge to identify error and weaknesses of subordinates in order to correct them	75 15	52 13	21 7	4 2	0 0		152 37	4.11	OP
9. Keeps the administrator to be open-minded enough in accepting suggestions from his staff and other members of the organization	35 7	68 17	18 6	8 4	3 3		132 37	3.57	OP
10. Allows administrators to be humble enough in acknowledging the approval of teachers under him on important matters	45 9	52 13	24 8	10 5	2 2		133 37	3.59	OP
Grand Total	-	-	-	-	-		-	36.51	-
Grand Mean	-	-	-	-	-		-	3.651	OP
Legend:	4.51 - 5.00 - Always Practiced (AP) 3.51 - 4.50 - Often Practiced (OP) 2.51 - 3.50 - Sometimes (St) 1.51 - 2.50 - Seldom (S) 1.00 - 1.50 - Not Practiced (NP)								

friendly atmosphere," respectively. The administrators assessed themselves as having "Often Practiced" participatinal style of management with a grand mean of

3.651. This data confirmed that elementary school administrators were participial in their style as they often exhibited it in their management.

For the opinion of the teacher-respondents, Table 13 has the information. It can be gleaned from the table that out of ten indicators, seven were observed to have been "Often Practiced" by their school administrators. Topping them were "Encourages administrators to treat all teachers under him as equal" and "Keeps the administrator to be open-minded enough in accepting suggestions from his staff and other members of the organization" both obtaining a weighted mean of 4.03. These were followed by "Provides cooperative tasks between superior and subordinates" and "Allows administrators to be humble enough in acknowledging the approval of teachers under him on important matters" which got a weighted mean of 3.76. Three indicators were assessed as "Sometimes Practiced." Two of these were rated the same by the administrator-respondents. These were: "Encourages an administrator to keep everyone up-to-date on development affecting the group as a matter of course" and "Helps administrators establish friendly atmosphere" with weighted means of 3.49 and 3.50, respectively. The teachers gave participial style of management a grand mean of 3.668 denoting "Often Practiced." It could be said that their administrators encouraged participation from

Table 13

Managerial Styles Practiced by the Elementary School
Administrators as Perceived by Their Teachers
(Participatival Style)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
Participatival Style									
1. Allows administrator to take time to explain the reasons for a decision on policy before putting it into effort or action	290 58	384 96	204 68	50 25	21 21	949 268	3.54	OP	
2. Encourages an administrator to keep everyone up-to-date on development affecting the group as a matter of course	230 46	364 91	273 91	56 28	12 12	935 268	3.49	St	
3. Helps administrators establish friendly atmosphere	260 52	372 93	243 81	42 21	21 21	938 268	3.50	St	
4. Encourages administrators to sell his viewpoint to the group rather than make it clear that as a boss, his decision is final	210 42	296 74	273 91	72 36	25 25	876 268	3.27	St	
5. Encourages administrators to practice the appointing of committee to settle a problem rather than stepping in to decide on it by himself	295 59	408 102	204 68	50 25	14 14	971 268	3.62	OP	
6. Encourages administrators to treat all teachers under him as	560 112	352 88	126 42	34 17	9 9	1081 268	4.03	OP	

Table 13 (Cont'd.)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
equal									
7. Provides cooperative tasks between superior and subordinates	405 81	376 94	174 58	34 17	18 18		1007 268	3.76	OP
8. Provides the administrator the knowledge to identify error and weaknesses of subordinates in order to correct them	345 69	356 89	237 79	36 18	13 13		987 268	3.68	OP
9. Keeps the administrator to be open-minded enough in accepting suggestions from his staff and other members of the organization	565 113	348 87	126 42	30 15	11 11		1080 268	4.03	OP
10. Allows administrators to be humble enough in acknowledging the approval of teachers under him on important matters	395 79	360 90	198 66	42 21	12 12		1007 268	3.76	OP
Grand Total	-	-	-	-	-		-	36.68	-
Grand Mean	-	-	-	-	-		-	3.668	OP
Legend:	4.51 - 5.00 - Always Practiced (AP) 3.51 - 4.50 - Often Practiced (OP) 2.51 - 3.50 - Sometimes (St) 1.51 - 2.50 - Seldom (S) 1.00 - 1.50 - Not Practiced (NP)								

among them in managing the schools.

To summarize the responses of the two groups of respondents, both groups assessed seven indicators: 8, 7,

5, 6, 1, 10, 9 to be often practiced and two indicators (items 2 and 3) to be sometimes practiced. Both groups agreed that participial style was more often practiced than autocratic style as supported by the grand means of 3.651 and 3.668 corresponding to the administrator's and teacher's assessment, respectively.

Permissive Style. On the permissive style of management, the opinion of the school administrators of themselves is summarized in Table 14. It could be seen that nine indicators were assessed as "Often Practiced" by the administrators themselves with weighted means ranging from 3.81 to 4.35. The top five choices were: 1) Allows administrators to tolerate teachers under him do their work the way they think is best (item 1); 2) Encourages both administrator and subordinates in certain school to work harder (item 6); 3) Turns an administrator to consult everyone in a form of a meeting regarding decision-making (item 9); 4) Turns administrators to be willing to make changes (item 3); and 5) Allows administrators to wait for teachers in his school to push new ideas (item 2). The only one indicator assessed as "Sometimes Practiced" was "Turns an administrator to stand up for teachers under him even though it makes him unpopular with others" which obtained a weighted mean of 3.43. As a whole, the administrators assessed permissive style as "Often

Table 14

Managerial Styles Practiced by the Elementary School
Administrators as Perceived by Themselves
(Permissive Style)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
Permissive Style									
1. Allows administrators to tolerate teachers under him do their work the way they think is best	80 16	76 19	3 1	2 1	0 0	161 37	4.36	OP	
2. Allows administrators to wait for teachers in his school to push new ideas	95 19	40 10	18 6	2 1	1 1	156 37	4.22	OP	
3. Turns administrators to be willing to make changes	95 19	48 12	9 3	4 2	1 1	157 37	4.24	OP	
4. Turns an administrator to stand up for teachers under him even though it makes him unpopular with others	25 5	68 17	21 7	10 5	3 3	127 37	3.43	St	
5. Encourages an administrator to put suggestions made by teachers in his school into operation	40 8	76 19	21 7	2 1	2 2	141 37	3.81	OP	
6. Encourages both administrator and subordinates in certain school to work harder	85 17	56 14	15 5	2 1	0 0	158 37	4.27	OP	
7. Encourages an administrator to offer new approaches to problems	85 17	48 12	18 6	4 2	0 0	155 37	4.19	OP	

Table 14 (Cont'd.)

Managerial Styles/ Indicators	R E S P O N S E S						Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP	Total Mean	
8. Encourages an administrator to delegate authority to somebody to run the organization in his absence	60 12	76 19	15 5	2 1	0 0	153 37	4.14 OP
9. Turns an administrator to consult everyone in a form of a meeting regarding decision-making	80 16	64 16	12 4	2 1	0 0	158 37	4.27 OP
10. Allows an administrator to learn to divide works into the smallest and assign only to those who fits the job	65 13	60 15	12 4	6 3	2 2	145 37	3.92 OP
Grand Total	-	-	-	-	-	-	40.84 -
Grand Mean	-	-	-	-	-	-	4.084 OP

Legend: 4.51 - 5.00 - Always Practiced (AP)
 3.51 - 4.50 - Often Practiced (OP)
 2.51 - 3.50 - Sometimes (St)
 1.51 - 2.50 - Seldom (S)
 1.00 - 1.50 - Not Practiced (NP)

Practiced" by them as evidenced by the grand mean of 4.084. This data indicated that aside from participial style, school administrators employed permissive style in their management. Analyzing the responses further, it could be noted that the indicators assessed as often practiced were quite complementary to the ones assessed under the participial style, i.e., allowing their teachers some

kind of freedom in what they did as a part of their participation in the management affair of the school.

The teacher's assessment along permissive style is contained in Table 15. Like the administrators, the teacher-respondents assessed nine indicators as "Often Practiced" by school administrators. All nine corresponded to the same nine indicators assessed by the administrators. They only differed in their priorities. The teachers had the following top five choices: 1) Turns an administrator to consult everyone in a form of a meeting regarding decision-making (item 9) which had a weighted mean of 4.14; 2) Turns administrators to be willing to make changes (item 3) with 4.05; 3) Encourages both administrator and subordinates in certain school to work harder (item 6) with 4.04; 4) Encourages administrators to offer new approaches to problems (item 7) with 4.04; and 5) Allows administrators to learn to divide work into smallest and assign only to those fits the job (item 10) with 3.87. The same indicator (item 4) was assessed as "Sometimes Practiced" with a weighted mean of 3.45. The teachers gave permissive style a grand mean of 3.835 denoting "Often Practiced." The data indicated that teachers observed their administrators to be permissive in style aside from being participial.

In summary, both administrator- and teacher-

Table 15 (Cont'd.)

Managerial Styles/ Indicators	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 AP	4 OP	3 St	2 S	1 NP				
6. Encourages both administrator and subordinates in certain school to work harder	590 118	316 79	132 44	34 17	10 10		1082 268	4.04	OP
7. Encourages an administrator to offer new approaches to problems	540 108	388 97	114 38	30 15	10 10		1082 268	4.04	OP
8. Encourages an administrator to delegate authority to somebody to run the organization in his absence	370 74	352 88	228 76	60 30	0 0		1010 268	3.77	OP
9. Turns an administrator to consult everyone in a form of a meeting regarding decision-making	520 104	440 110	126 42	24 12	0 0		1110 268	4.14	OP
10. Allows an administrator to learn to divide works into the smallest and assign only to those who fits the job	440 88	368 92	192 64	28 14	10 10		1038 268	3.87	OP
Grand Total	-	-	-	-	-		-	38.35	-
Grand Mean	-	-	-	-	-		-	3.835	OP

Legend:

4.51 - 5.00	-	Always Practiced (AP)
3.51 - 4.50	-	Often Practiced (OP)
2.51 - 3.50	-	Sometimes (St)
1.51 - 2.50	-	Seldom (S)
1.00 - 1.50	-	Not Practiced (NP)

Comparison of the Perceptions of the Administrators and Teachers on the Managerial Styles of School Administrators

Tables 16-18 present the results of the comparative analysis on the responses of the two categories of respondents on the managerial styles practiced by school administrators.

Autocratic Style. The comparison of the perceptions between the administrators and teachers along autocratic style is found in Table 16. It is shown that the grand mean of the administrators is 2.725 denoting "Sometimes Practiced" and that of the teachers is 2.97 also indicating "Sometimes Practiced" resulting in a combined mean of 2.94 equivalent to "Sometimes Practiced." Testing the mean difference of 0.245 using the t-test for independent samples, the computed t-value posted at -0.88 which turned out to be lesser than the critical t-value of 1.73 at .05 level of significance at $df = 18$. Thus, the hypothesis which stated that "there is no significant difference between the perceptions of the two groups of responses on the practice of autocratic style" was accepted. It meant that the responses of the administrators and teachers were more or less similar. Both perceived that autocratic style was sometimes employed by school administrators in management of their schools.

Table 16

Comparison of the Perceptions of the Administrators
and Teachers on the Managerial Styles of
the Administrators (Autocratic)

Administrators		Teachers		Combined	
Means	Interpretation	Means	Interpretation	Means	Interpretation
3.46	St	3.84	OP	3.79	OP
2.76	St	2.97	St	2.94	St
3.08	St	3.39	St	3.35	St
3.65	OP	3.82	OP	3.80	OP
3.11	St	3.15	St	3.15	St
2.22	S	2.59	St	2.55	St
2.41	S	2.57	St	2.55	St
2.95	St	2.95	St	2.95	St
1.73	S	2.25	S	2.19	S
1.89	S	2.17	S	2.14	S
27.26	-	29.70	-	29.40	-
2.725	St	2.97	St	2.94	St
df	18				
t comp	-0.88				
critical t	1.73 at .05 level of significance				
Decision	Accept Ho				

Participatinal Style. On participatinal style of management, the comparison of the responses of the respondents are reflected in Table 17. As the table indicates, the grand mean of the administrators was pegged at 3.651 equivalent to "Often Practiced," while that of the teachers the grand mean was 3.668 also denoting "Often Practiced." The combined mean resulted to 3.67 also deemed

"Often Practiced." The mean difference between the two means were 0.017, which when tested for its significance resulted in a computed t-value of -0.13 which was lesser than the critical t-value of 1.73 at $\alpha = .05$, $df = 18$. Therefore, the hypothesis that "there is no significant difference between the perceptions of the two categories of respondents on the practice of participatual style"

Table 17

Comparison of the Perceptions of the Administrators and Teachers on the Managerial Styles of the Administrators (Participatual)

Administrators		Teachers		Combined	
Means	Interpretation	Means	Interpretation	Means	Interpretation
3.65	OP	3.54	OP	3.55	OP
3.19	St	3.49	St	3.45	St
3.16	St	3.50	St	3.46	St
3.70	OP	3.27	St	3.32	St
3.84	OP	3.62	OP	3.65	OP
3.70	OP	4.03	OP	3.99	OP
4.00	OP	3.76	OP	3.79	OP
4.11	OP	3.68	OP	3.73	OP
3.57	OP	4.03	OP	3.97	OP
3.59	OP	3.76	OP	3.74	OP
36.51	-	36.68	-	36.66	-
3.651	OP	3.668	OP	3.67	OP
df	18				
t comp	-0.13				
critical t	1.73 at .05 level of significance				
Decision	Accept Ho				

was accepted. It indicated that assessment of the administrators and teachers were consistent with each other. The extent to which this style was employed by school administrators was observed to be often practiced by the administrators themselves as well as the teachers.

Permissive Style. Table 18 compares the perceptions of the administrator- and teacher-respondents on the extent to which permissive style was practiced by school administrators. As shown, the grand mean of administrators posted at 4.084 equivalent to "Often Practiced" and the teachers', it was 3.835, also "Often Practiced" resulting in a mean difference of 0.249. The combined mean was pegged at 3.87 denoting "Often Practiced." When the mean difference was tested for its significance, it turned out that the computed t-value was 2.14 which proved greater than the critical t-value of 1.73 at $\alpha = .05$, $df = 18$. This led to the rejection of the hypothesis that "there is no significant difference between the perceptions of the administrators and teachers relative to the practice of permissive style." The data implied that the mean difference of 0.149 was significant enough to conclude that the responses of two categories of respondents differed. Although their grand means signified "Often Practiced," it was on the weighted means that varied. The administrators had a considerably higher mean than the teachers.

Table 18

Comparison of the Perceptions of the Administrators
and Teachers on the Managerial Styles of
the Administrators (Permissive)

Administrators		Teachers		Combined	
Means	Interpretation	Means	Interpretation	Means	Interpretation
4.35	OP	3.59	OP	3.68	OP
4.22	OP	3.80	OP	3.85	OP
4.24	OP	4.05	OP	4.07	OP
3.43	St	3.45	St	3.45	St
3.81	OP	3.60	OP	3.63	OP
4.27	OP	4.04	OP	4.07	OP
4.19	OP	4.04	OP	4.06	OP
4.14	OP	3.77	OP	3.81	OP
4.27	OP	4.14	OP	4.16	OP
3.92	OP	3.87	OP	3.88	OP
40.84	-	38.35	-	38.65	-
4.084	OP	3.835	OP	3.87	OP
df	18				
t comp	2.14				
critical t	1.73 at .05 level of significance				
Decision	Reject Ho				

Attitude of Teachers Towards the
Management Styles of Elementary
School Administrators

The study also probed into the attitude of teachers towards the management styles of elementary school administrators. Five positive as well as five negative attitude statements in each of the management styles (autocratic, participatinal, permissive) were presented to

the two groups of respondents (administrators and teachers) for their assessment. The summarized responses are depicted in Tables 19-24.

Autocratic Style. Table 19 presents the perceptions of the attitude of teachers towards autocratic style of school administrators as perceived by the administrator-respondents. They were "Undecided" on all negative statements with a grand mean of 2.914. The statement which obtained the highest weighted mean was "It turns me to be ineffective in my job performance because it does not allow me to choose the right things to do that is appropriate to my class" which had 3.11 and the lowest weighted mean was 2.73 corresponding to "It makes me inferior that it reaches to the point of criticizing our poor performance in public that it leads us to be embarrassed." For the positive statements, the same were given an assessment of "Undecided" whose weighted means ranged from 2.92 to 3.43. The one which had the highest mean corresponded to "It makes me conscious of my role in the total school set-up" and the lowest mean corresponded to "It makes the educational goals easily attained because the teachers are forced to work on it hand in hand." The grand mean was pegged at 3.22 equivalent to "Undecided." The data implied that the administrators themselves had a neutral attitude towards autocratic style. They were not

Table 19

Attitude of Teachers Towards Autocratic Management
Styles of Administrators as Perceived by
the Administrators Themselves

Attitude Statements	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5	4	3	2	1				
	SA	A	U	D	SD				
Negative									
1. It gives too much burden to my teachers as much as attainment of educational goals are concerned	30 6	24 6	24 8	24 12	5 5	107 37	2.89	U	
2. It turns me to be ineffective in my job performance because it does not allow me to choose the right things to do that is appropriate to my class	30 6	40 10	15 5	28 14	2 2	115 37	3.11	U	
3. The autocratic style of management discourage my teachers to pursue further professional growth because of fear of not being able to comply with our demands as school administrators	20 4	44 11	18 6	24 12	4 4	110 37	2.97	U	
4. It deprives my teachers from promotions and other professional growth because of my practice of discrimination and favoritism among my subordinates	30 6	32 8	18 6	18 9	8 8	106 37	2.86	U	
5. It makes me inferior that it reaches to the point of criticizing our poor performance in public that it leads us	20 4	36 9	18 6	18 9	9 9	101 37	2.73	U	

Table 19 (Cont'd.)

Attitude Statements	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 SA	4 A	3 U	2 D	1 SD				
to be embarrassed									
Total	-	-	-	-	-	-	-	14.57	-
Mean	-	-	-	-	-	-	-	2.914	U
Positive									
1. The autocratic type of management motivates and challenges my teachers' competence in their job performance as teachers	30 6	52 13	15 5	20 10	3 3	120 37		3.24	U
2. It makes the educational goals easily attained because the teachers are forced to work on it hand in hand	25 5	32 8	18 6	30 15	3 3	108 37		2.92	U
3. It makes my teachers become conscious of quantity, quality and time in achieving targets	30 6	60 15	18 6	8 4	6 6	122 37		3.30	U
4. As an administrator, it makes me and my teachers conscious of our role in the total school set-up	50 10	52 13	9 3	10 5	6 6	127 37		3.43	U
5. It encourage frequent teacher-administrator conference	20 4	60 15	21 7	18 9	3 3	122 37		3.21	U
Total	-	-	-	-	-	-	-	16.10	-
Mean	-	-	-	-	-	-	-	3.22	U
Legend:									
	4.51 - 5.00	-	Strongly Agree		(SA)				
	3.51 - 4.50	-	Agree		(A)				
	2.51 - 3.50	-	Undecided		(U)				
	1.51 - 2.50	-	Disagree		(D)				
	1.00 - 1.50	-	Strongly Disagree		(SD)				

certain whether this style would help them in the effective management of their respective schools.

As for the teachers, their assessment is reflected in Table 20. On the negative statements, the teachers were "Undecided" on all of them. The item which obtained the highest weighted mean was "It deprives me from promotions and other professional growth because of discrimination and favoritism among subordinates" which had a weighted mean of 2.95 and the item with the lowest weighted mean was "It makes me feel inferior that it reaches to the point of criticizing our poor performance in public that it leads us to be embarrassed." The grand mean posted at 2.844 described as "Undecided." For the teachers, they felt uncertain of their attitudes towards autocratic style for the negative effect of this style on their work. Hence, based on their response, they had a neutral attitude towards the style. On the other hand, among the positive statements, they "Agreed" with all of them as evidenced by the weighted means ranging from 3.54 to 3.81. The item which got the highest weighted mean was "It makes me conscious of my role in the total school set-up" with 3.43 and the one with the lowest mean was "It makes the educational goals easily attained because the teachers are forced to work on it hand in hand," with 2.92. As a whole, the teachers gave the positive statements a grand mean of

Table 20

Attitude of Teachers Towards Autocratic Management
Styles of Administrators as Perceived by
the Teachers Themselves

Attitude Statements	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5	4	3	2	1				
	SA	A	U	D	SD				
Negative									
1. It gives too much burden to me as much as as attainment of educational goals are concerned	60 12	368 92	171 57	130 68	39 39	774 268	2.89	U	
2. It turns me to be ineffective in my job performance because it does not allow me to choose the right things to do that is appropriate to my class	105 21	280 70	159 53	168 84	40 40	752 268	2.81	U	
3. The autocratic style of management discourage me to pursue further professional growth because of fear of not being able to comply with the demands of my administrators in school	140 28	304 76	135 45	170 85	34 34	793 268	2.92	U	
4. It deprives me from promotions and other professional growth because of discrimination and favoritism among subordinates	190 38	280 70	108 36	176 88	36 36	790 268	2.95	U	
5. It makes me feel inferior that would reach the point of criticizing our poor performances in public and that leads my enthusiasm	50 10	276 69	159 53	182 91	45 45	712 268	2.66	U	

Table 20 (Cont'd.)

Attitude Statements	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5	4	3	2	1				
	SA	A	U	D	SD				
to teach to deteriorate									
Total	-	-	-	-	-	-	14.22	-	
Mean	-	-	-	-	-	-	2.844	U	
Positive									
1. The autocratic type of management motivates and challenges my competence in my job performance as a teacher	295 59	452 113	108 36	84 42	18 18	957 268	3.57	A	
2. It makes the educational goals easily attained because the teachers are forced to work on it hand in hand	240 48	500 125	111 37	78 39	19 19	948 268	3.54	A	
3. It makes me become conscious of quantity, quality and time in achieving targets	280 56	596 149	93 31	42 21	11 11	1022 268	3.81	A	
4. It makes me conscious of my role in the total school set-up	305 61	548 137	108 36	38 19	15 15	1014 268	3.78	A	
5. I appreciate this style because it encourages frequent teacher-administrator conference	325 65	424 106	147 49	58 29	19 19	973 268	3.63	A	
Total	-	-	-	-	-	-	18.34	-	
Mean	-	-	-	-	-	-	3.667	A	
Legend:	4.51 - 5.00 - Strongly Agree (SA) 3.51 - 4.50 - Agree (A) 2.51 - 3.50 - Undecided (U) 1.51 - 2.50 - Disagree (D) 1.00 - 1.50 - Strongly Disagree (SD)								

3.667 which meant "Agree." It indicated that the teachers had a favorable attitude towards autocratic management as far as its positive effects on the administrator's work was concerned.

Participatinal Style. On the attitude of teachers toward participatinal style (Table 21), the administrators were "undecided" on "My load is being added because I am made to find best ideas or ways for school improvement" which had a weighted mean of 2.93. The remaining three negative statements were "disagreed" with means of 2.43, 2.43 and 2.11. They referred to: "It makes me feel that I am better than my superior"; "It encourages conflict between the superior and subordinates"; and "Teachers who have poor knowledge on planning and decision-making are left behind," respectively. The grand mean posted at 2.48 denoting "Disagree." It implied that teachers had an unfavorable attitude towards participatinal management according to the administrators' perceptions for its negative effect on superior-subordinate relationship. Along the positively-stated statements, the administrators "Agreed" on all five indicators with weighted means ranging from 4.14 to 4.35. The items with the highest mean corresponded to "It gives me a chance to share my ideas with others" and "It enables me to establish harmonious relationship with my colleagues," both having a mean of

Table 21

Attitude of Teachers Towards Participational Management
Styles of Administrators as Perceived by
the Administrators Themselves

Attitude Statements	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5	4	3	2	1				
	SA	A	U	D	SD				
Negative									
1. The participatial style of management leads my teachers to think that their loads is being added because they are made to find best ideas or ways for schools improvement	15 3	40 10	24 8	28 14	2 2	109 37	2.95	U	
2. It turns my teachers to feel that they are better than me as their superior	10 2	16 4	15 5	46 23	3 3	90 37	2.43	D	
3. It encourages conflicts between superior subordinate relationship	15 3	12 3	15 5	44 22	4 4	90 37	2.43	D	
4. It turns my teachers who has poor knowledge on planning and decision making to be left behind	5 1	4 1	12 4	52 26	5 5	78 37	2.11	D	
Total	-	-	-	-	-	-	9.92	-	
Mean	-	-	-	-	-	-	2.48	D	
Positive									
1. It gives my teachers the chance to share their ideas with others	70 14	88 22	3 1	0 0	0 0	161 37	4.35	A	

Table 21 (Cont'd.)

Attitude Statements	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 SA	4 A	3 U	2 D	1 SD				
2. It enables my teachers establish harmonious relationship with their colleagues	80 16	76 19	3 1	2 1	0 0		161 37	4.35	A
3. My teachers self-confidence are strengthened because of superiors trust given to them	75 15	72 18	6 2	2 1	1 1		156 37	4.22	A
4. My teachers are supported with new approaches to problems	55 11	88 22	6 2	4 2	0 0		153 37	4.14	A
5. My teachers are encouraged to share their knowledge in terms of planning and decision making	70 14	84 21	3 1	2 1	0 0		159 37	4.30	A
Total	-	-	-	-	-		-	21.35	-
Mean	-	-	-	-	-		-	4.27	A

Legend: 4.51 - 5.00 - Strongly Agree (SA)
 3.51 - 4.50 - Agree (A)
 2.51 - 3.50 - Undecided (U)
 1.51 - 2.50 - Disagree (D)
 1.00 - 1.50 - Strongly Disagree (SD)

4.35. The statement "We are supported with new approaches to problems" got the lowest mean of 4.14. The group gave it a grand mean of 4.27 denoting "Agree" implying a favorable attitude of teachers towards this management style; obviously, for the positive effect of the style on the teacher's well-being and relationship with their colleagues.

Table 22 has the summarized assessment of the teachers on their attitude towards participial style of management. It can be noted that teachers had the same perception with that of the administrators. On the negative indicators, they also "disagreed" on the same three indicators but rated "Teachers who have poor knowledge on planning and decision-making are left behind" with the highest weighted mean of 2.46. They were "undecided" on the same indicator "My load is being added because I am made to find best ideas or ways for school improvement" which got a weighted mean of 2.60. The grand mean was pegged at 2.446 indicating "Disagree" implying an unfavorable attitude. It meant that the teachers themselves did not favor participial management in terms of the negative side of it. Along the positively-stated indicators, again the teachers' assessment was similar with that of the administrators. They rated all indicators within the descriptive range of "Agree" from 3.89 to 4.17. The item with the highest mean was "It enables me to establish harmonious relationship with my colleagues." The grand mean posted at 4.058 indicating "Agree" implying a favorable attitude of teachers towards participial management in so far as the positive effect of the style on their work was concerned.

Table 22

Attitude of Teachers Towards Participatinal Management
Styles of Administrators as Perceived by
the Teachers Themselves

Attitude Statements	R E S P O N S E S						Inter- pre- tation	
	5	4	3	2	1	Total		Mean
	SA	A	U	D	SD			
Negative								
1. My load is being added because I am made to find best ideas or ways for schools improvement	70 14	284 71	135 45	142 71	67 67	698 268	2.60	U
2. It turns me feel that I am better than my superior	70 14	116 29	150 50	212 106	69 69	617 268	2.30	D
3. It encourages conflicts between superior subordinate relationship	50 10	156 39	180 60	206 103	56 56	648 268	2.42	D
4. Teachers who has poor knowledge on planning and decision making are left behind.	75 15	180 45	138 46	208 104	58 58	659 268	2.46	D
Total	-	-	-	-	-	-	9.78	-
Mean	-	-	-	-	-	-	2.466	D
Positive								
1. It gives the chance to share my ideas with others	430 86	560 140	78 26	32 16	0 0	1100 268	4.10	A
2. It enables me establish harmonious relationship with my colleagues	495 99	528 132	63 21	32 16	0 0	1118 268	4.17	A
3. Superiors trust strengthen my self-confidence	430 86	560 140	78 26	32 16	0 0	1100 268	4.10	A

Table 22 (Cont'd.)

Attitude Statements	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 SA	4 A	3 U	2 D	1 SD				
4. We are supported with new approaches to problems	375 75	556 139	105 35	38 19	1 1		1075 268	4.00	A
5. It encourages us to share our knowledge in terms of planning and decision-making	410 82	604 151	69 23	24 12	0 0		1107 268	4.13	A
Total	-	-	-	-	-		-	20.29	-
Mean	-	-	-	-	-		-	4.058	A
Legend:	4.51 - 5.00 - Strongly Agree (SA) 3.51 - 4.50 - Agree (A) 2.51 - 3.50 - Undecided (U) 1.51 - 2.50 - Disagree (D) 1.00 - 1.50 - Strongly Disagree (SD)								

Permissive Style. On the permissive style of management, the responses of the administrator-respondents are found in Table 23. As can be gleaned from the table, they were "undecided" on all five negative indicators. The highest obtained mean was 3.44 referring to item 2, "It makes the accomplishments of reports and other activities delayed because we teachers become relaxed" and the lowest obtained mean was 2.97 corresponding to item 5, "It lessens my choice to show up because work are evenly distributed to every teacher." The grand mean was pegged at 3.219 meaning "Undecided" implying a neutral attitude of teachers towards permissive style as administrator observed them. The

administrators were uncertain of the effect of permissive management on the teachers as they did not believe it would make teachers lax and abusive. On the positive indicators, the administrators "strongly agreed" on four out of five indicators whose weighted means ranged from 4.51-4.57. They referred to: "It makes me aware of the things that are taking place in the organization because everything is explained and open to all the members, there is coordination of activities among each one" which had 4.57; "It inspires me because I am given the chance to share my knowledge in holding authority every time I am delegated to take charge of the school" and "It allows us to help decide to settle things for the good of the school," both having a weighted mean of 4.54; and "It inspires me because my opinions and suggestions are acknowledged" which had 4.51. One indicator was rated "Agree" with a weighted mean of 4.38. As a whole, the grand mean posted at 4.508 equivalent to "Strongly Agree" implying a very favorable attitude towards permissive style insofar as the positive indicators were concerned. They strongly agreed on the importance and recognition the school administrators gave their teachers in managing the affairs of the school.

The attitude of teachers towards permissive management style of school administrators as perceived by the teachers

Table 23

Attitude of Teachers Towards Permissive Management
Styles of Administrators as Perceived by
the Administrators Themselves

Attitude Statements	R E S P O N S E S						Inter- pre- tation	
	5	4	3	2	1	Total		Mean
	SA	A	U	D	SD			
Negative								
1. It makes some of my teachers to be abusive because of the openness we show to them	15 3	76 19	12 4	14 7	4 4	121 37	3.27	U
2. It makes the accomplishments of reports and other activities delayed because my teachers become relaxed	10 2	84 21	18 6	10 5	2 2	124 37	3.44	U
3. My teachers tend to overact or overuse the authority delegated to them	10 2	72 18	21 7	14 7	3 3	120 37	3.24	U
4. It allows my teachers to express their ideas and opinions that results the school to be mislead from its goals and objectives	10 2	64 16	21 7	20 10	2 2	117 37	3.16	U
5. It lessens the chance of my teachers to show up because works are evenly distributed to everyone	10 2	56 14	15 5	26 13	3 3	110 37	2.97	U
Total	-	-	-	-	-	-	16.09	-
Mean	-	-	-	-	-	-	3.2196	U

Table 23 (Cont'd.)

Attitude Statements	R E S P O N S E S							Inter- pre- tation
	5	4	3	2	1	Total	Mean	
	SA	A	U	D	SD			
Positive								
1. It makes my teachers become aware of the things that are taking place in the organization because everything is explained and open to all the members, there is coordination of activities among each one	130 26	32 8	3 1	4 2	0 0	169 37	4.57	SA
2. It inspires my teachers because they are given the chance to share their knowledge in holding authority every-time they are delegated to take charge of the the school	115 23	48 12	3 1	2 1	0 0	168 37	4.54	SA
3. It inspires my teachers because their opinions and suggestions are acknowledged	110 22	52 13	3 1	2 1	0 0	167 37	4.51	SA
4. It allow my teachers to help decide to settle things for the good of the school	115 23	48 12	3 1	2 1	0 0	168 37	4.54	SA
5. Works are evenly distributed to each of my teachers	100 20	56 14	3 1	2 1	1 1	162 37	4.38	A
Total	-	-	-	-	-	-	22.54	-
Mean	-	-	-	-	-	-	4.508	SA
Legend:								
	4.51 - 5.00	-	Strongly Agree		(SA)			
	3.51 - 4.50	-	Agree		(A)			
	2.51 - 3.50	-	Undecided		(U)			
	1.51 - 2.50	-	Disagree		(D)			
	1.00 - 1.50	-	Strongly Disagree		(SD)			

themselves is presented in Table 24. The teachers were "undecided" on all the five negative indicators. The item with the highest weighted mean of 2.88 was "It makes us abusive because of the openness shown to us by our superiors" and the one with the lowest weighted mean of 2.56 was "It lessens my chance to show up because work is evenly distributed to every teacher." The grand mean was pegged at 2.71 denoting "Undecided," implying a neutral attitude. It meant that the teachers themselves were uncertain of their perceptions on the negative indicators because for them it appeared to be most unlikely to happen to them. On the positive indicators, four of the five items were "Agreed" by the teacher-respondents with weighted means ranging from 3.66 to 4.03. The item with the highest mean of 4.03 was "It allows us to decide to settle things for the good of the school." One item was assessed "Undecided" by the respondents with a weighted mean of 3.22 referring to "It makes me aware of the things that are taking place in the organization because everything is explained and open to all the members, there is coordination of activities among each one." The grand mean posted at 3.719 denoting "Agree" implying a favorable attitude of the teachers. They agreed that permissive management allows them to contribute something for the good of the school.

Table 24

Attitude of Teachers Towards Permissive Management
Styles of Administrators as Perceived by
the Teachers Themselves

Attitude Statements	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5	4	3	2	1				
	SA	A	U	D	SD				
Negative									
1. It makes some of us teachers to be abusive because of the openness shown to us by our superiors	175 35	248 62	141 47	168 84	40 40	772 268	2.88	U	
2. It makes the accomplishments of reports and other activities delayed because we teachers become relaxed	195 39	208 52	123 41	166 83	53 53	745 268	2.78	U	
3. We tend to overact or overuse the authority that is delegated to us	120 24	184 46	153 51	200 100	41 41	698 268	2.66	U	
4. It allows everyone to express ideas and opinions that results the school to be mislead from its goals and objectives	110 22	220 55	144 48	198 99	44 44	716 268	2.67	U	
5. It lessens my chance to show up because works are evenly distributed to every teacher	95 19	188 47	135 45	220 110	47 47	685 268	2.56	U	
Total	-	-	-	-	-	-	13.55	-	
Mean	-	-	-	-	-	-	2.71	U	

Table 24 (Cont'd.)

Attitude Statements	R E S P O N S E S							Inter- pre- tation
	5	4	3	2	1	Total	Mean	
	SA	A	U	D	SD			
Positive								
1. I appreciate this managerial style because it makes me become aware of the things that are taking place in the organization because everything is explained and open to all the members, there is coordination of activities among each one	45 9	428 107	306 102	70 35	15 15	864 268	3.22	U
2. It inspires me because I am given the chance to share my knowledge in holding authority everytime I am delegated to take charge of the school	380 76	372 93	147 49	62 31	19 19	980 268	3.66	A
3. It inspires me because my opinions and suggestions are acknowledged	380 76	428 107	135 45	46 23	17 17	1008 268	3.75	A
4. It allow us help decide to settle things for the good of the school	460 92	464 116	108 36	48 24	0 0	1080 268	4.03	A
5. Works are evenly distributed to every member of the organization	425 85	432 108	138 46	58 29	0 0	1053 268	3.93	A
Total	-	-	-	-	-	-	18.59	-
Mean	-	-	-	-	-	-	3.719	A

Legend:

4.51 - 5.00	-	Strongly Agree	(SA)
3.51 - 4.50	-	Agree	(A)
2.51 - 3.50	-	Undecided	(U)
1.51 - 2.50	-	Disagree	(D)
1.00 - 1.50	-	Strongly Disagree	(SD)

**Comparison of Perceptions of Administrator-
and Teacher-Respondents on the Attitude
of Teachers on the Managerial Styles of
School Administrators**

Tables 25-27 reflect the comparison of the perceptions of the two categories of respondents on the attitude of teachers on the managerial styles employed by elementary school administrators. The comparative analysis is herein discussed.

Autocratic Style. Table 25 specifically presents the comparative analysis of the perceptions of the two categories of respondents on the teacher's attitude towards autocratic management. Taking the negative and positive indicators altogether, the grand mean for the administrators group turned out to be 2.725 denoting "Undecided," while that of the teachers was 3.26 also denoting "Undecided." The mean difference between the two values was 0.535. Testing its significance using t-test for independent samples, the computed t-value was -1.20 which proved lesser than the critical t-value of 1.73 at .05 level of significance with 18 df. Thus, the hypothesis "there is no significant difference between the perceptions of the two groups of respondents relative to the attitude of teachers towards autocratic management" was accepted. It implied that the administrators and teachers had similar opinion on teachers' attitude towards the

Table 25

Comparison of the Perceptions of the Administrators
and Teachers on the Attitude of the Teachers
on Their Administrators' Managerial Styles
(Autocratic)

Administrators		Teachers		Combined	
Means	Interpretation	Means	Interpretation	Means	Interpretation
2.89	U	2.89	U	2.89	U
3.11	U	2.81	U	2.85	U
2.97	U	2.92	U	2.93	U
2.86	U	2.95	U	2.94	U
2.73	U	2.66	U	2.67	U
3.24	U	3.57	A	3.53	A
2.92	U	3.54	A	3.46	A
3.30	U	3.81	A	3.75	A
3.43	U	3.78	A	3.74	A
3.21	U	3.63	A	3.58	A
30.66		32.56		32.33	
2.725	U	3.26	U	3.23	U
df	18				
t comp	-1.20				
critical t	1.73 at .05 level of significance				
Decision	Accept Ho				

style. They were uncertain of the benefit this style had in managing schools, implying a neutral attitude.

Participatinal Style. Along participatinal style, Table 26 compares the perception of the two groups of respondents on the attitude of teachers towards it. The administrators had a grand mean of 3.476 which indicated "Undecided" while

Table 26

Comparison of the Perceptions of the Administrators
and Teachers on the Attitude of the Teachers
on Their Administrators' Managerial Styles
(Participatinal)

Administrators ;		Teachers ;		Combined	
Means ;	Interpretation ;	Means ;	Interpretation ;	Means ;	Interpretation
2.95	U	2.60	U	2.64	U
2.43	D	2.30	D	2.32	D
2.43	D	2.42	D	2.42	D
2.11	D	2.46	D	2.42	D
4.35	A	4.10	A	4.13	A
4.35	A	4.17	A	4.19	A
4.22	A	4.00	A	4.03	A
4.14	A	3.89	A	3.92	A
4.30	A	4.13	A	4.15	A
31.28		30.07		30.22	
3.476	U	3.341	U	3.36	U
df	16				
t comp	0.31				
critical t	1.73 at .05 level of significance				
Decision	Accept Ho				

the teachers had a grand mean of 3.341 also equivalent to "Undecided" registering a mean difference of 0.135. When this was tested for its significance, the computed t-value resulted to 0.31 which proved numerically lesser than the critical t-value of 1.73 at $\alpha = .05$, $df = 18$. Thus, the hypothesis which stated that "there is no significant difference between the perceptions of the two groups of

respondents relative to the attitude of teachers towards participatinal management" was accepted. It meant that the administrators and teachers had a more or less similar opinion as to the teacher's attitude. They were uncertain of the benefits participatinal style had in school management as the negative indicators outweighed the positive ones.

Permissive Style. Table 27 contains the comparison of the perceptions of administrator- and teacher-respondents on the attitude of teachers on permissive management. The grand mean for the administrators group was pegged at 3.862 denoting "Agree" implying a favorable attitude of teachers. The teachers had a grand mean of 3.214 described as "Undecided" implying a neutral attitude. This resulted to a combined mean of 3.29 equivalent to "Undecided" which implied a moderately desirable attitude. The mean difference between the two means was 0.648 which when tested for its significance resulted to a computed t-value of 2.27 which was numerically greater than the critical t-value of 1.73 at $\alpha = .05$, $df = 18$. Hence, the hypothesis "there is no significant difference between the perceptions of the two groups of respondents relative to the attitude of teachers towards permissive style" was rejected. It indicated that the opinions of the administrators and teachers varied greatly. Their perceptions on the

teacher's attitude towards this style showed a great deal of variation. While the administrators felt that the teachers exhibited a favorable attitude towards the style, the teachers perceived themselves to have a neutral attitude. It was apparent that the positive indicators outweighed the negative ones particularly on the assessment of the administrators group.

Table 27

Comparison of the Perceptions of the Administrators
and Teachers on the Attitude of the Teachers
on Their Administrators' Managerial Styles
(Permissive)

Administrators		Teachers		Combined	
Means	Interpretation	Means	Interpretation	Means	Interpretation
3.27	U	2.88	U	2.93	U
3.44	U	2.78	U	2.86	U
3.24	U	2.66	U	2.73	U
3.16	U	2.67	U	2.73	U
2.97	U	2.56	U	2.61	U
4.57	SA	3.22	U	3.38	U
4.54	SA	3.66	A	3.77	A
4.51	SA	3.75	A	3.84	A
4.54	SA	4.03	A	4.09	A
4.38	A	3.93	A	3.98	A
38.62		32.14		32.93	
3.862	A	3.214	U	3.29	U
df	18				
t comp	2.27				
critical t	1.73 at .05 level of significance				
Decision	Reject Ho				

**Relationship Between Managerial Styles Employed
by Elementary School Administrators and
Teachers' Attitude Towards Them**

The study also established the relationship between the managerial styles practiced by elementary school administrators and the teachers' attitude towards them. The correlational analysis together with the test of significance is summarized in Table 28.

Autocratic Style. In correlating the teachers' attitude and autocratic style of management, the computed correlation coefficient was 0.28 which indicated a low correlation. Using Fisher's t to test its significance, the computed Fisher's t -value turned out to be 1.73 which proved numerically lesser than the critical t -value of 2.03 at $\alpha = .05$ with $df = 35$. Therefore, the hypothesis that "there is no significant relationship between teachers' attitude and autocratic style of management" was accepted. The data implied that this style did not, in any way, affect teachers' attitude. Even the negative indicators did not appear to influence it. What the teachers showed presently in their behavior had nothing to do with the way their administrators managed them, specifically autocratic style.

Participatinal Style. The correlation coefficient between teachers' attitude and participatinal management resulted to a computed r of 0.39 denoting low correlation.

The test of significance, however, showed a computed Fisher's t-value of 2.51, numerically greater than the critical t-value of 2.03 at $\alpha = .05$, $df = 35$. This prompted the researcher to reject the hypothesis that "there is no significant relationship between teachers' attitude and participial style." It meant that the teachers' attitude was affected by the use of the administrator of this style. Since the computed r was positive, it indicated that the relationship that existed between the two variables was directly proportional, implying that teachers exhibited a favorable attitude once the administrator employed participial style of management. Teachers liked it for the importance given them by school administrators in managing the affairs of the school.

Permissive Style. Between teachers' attitude and permissive style of management, the correlation coefficient posted at 0.50 which indicated a substantial relationship. The test of significance revealed a computed Fisher's t-value of 3.42 which proved to be numerically greater than the critical t-value of 2.03 at .05 level of significance with 35 df . This led to the rejection of the hypothesis that "there is no significant relationship between teachers' attitude and permissive style." It indicated that teachers' attitude was influenced by this style

employed by school administrators. With the computed r being positive, it further implied that the relationship between was directly proportional. Meaning, that the use of permissive style raised the level of attitude of teachers. They react favorably to this manner of managing them by their administrators because of the freedom they are allowed to enjoy in doing good things for their school.

Table 28

Relationship Between the Managerial Styles of
Administrators and Their Teachers' Attitude

Managerial Style	r_{xy}	Fisher's t	critical t $\alpha = .05$ $df = 35$	Evaluation
Autocratic	0.28	1.73	2.03	Accept H_0
Participatinal	0.39	2.51	2.03	Reject H_0
Permissive	0.50	3.42	2.03	Reject H_0

Extent to Which Problems Encountered by
the Respondents Are Felt Relative to
the Managerial Styles of Elementary
School Administrators

Tables 29-30 summarizes the perceptions of the administrator- and teacher-respondents on the problems encountered by them in relation to the managerial styles of elementary school administrators and the extent to which

they were felt.

On the side of the administrators, they perceived all the ten given problems to be "Sightly Felt" with weighted means ranging from 1.81 to 2.35. The five problems which obtained the higher ratings were: 1) Financial instability of teachers and administrators; 2) Lack of trainings on teachers' and administrators' efficiency and effectiveness enhancement; 3) Lack of teacher cooperation and participation in school programs and activities; 4) Lack of systematic way of sending communications to schools resulting to the delay of information and disorder of activities; and 5) Lack of close association and open communication between teachers and administrators. As a whole, the administrators gave it a grand mean of 2.132 equivalent to "Slightly Felt." It implied that the administrators did not consider the given problems as serious enough; in fact it was not much of a problem, either. The problem existed but it was apparently manageable.

For the teachers, they considered four out of the ten given problems to be "Moderately Felt." They were: 1) Teachers' difficulty in submitting problems to superiors because of administrator's unapproachable attitude - with a weighted mean of 2.81; 2) Financial instability of teachers and administrators - 2.79; 3) Lack of close association and

Table 29

Problems Encountered by the Administrators
Relative to Their Managerial Styles

Problems	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 EF	4 HF	3 MF	2 SF	1 NF				
1. Lack of close association and open communication between teachers and administrators	5 1	32 8	12 4	16 8	16 16		81 37	2.19	SF
2. Teachers difficulty in submitting problems to superiors because of administrators' unapproachable attitude	10 2	28 7	12 4	16 8	16 16		82 37	2.22	SF
3. Financial instability of teachers and administrators	15 3	28 7	18 6	10 5	16 16		87 37	2.35	SF
4. Lack of teachers cooperation and participation in school programs and activities	10 2	20 5	15 5	30 15	10 10		85 37	2.30	SF
5. Administrators playing favorite and discrimination	5 1	12 3	9 3	22 11	19 19		67 37	1.81	SF
6. Non-observance of transparency in the performance of administrative and supervisory functions of administrators	5 1	16 4	6 2	24 12	18 18		69 37	1.86	SF
7. Lack of trainings on teachers and administrators efficiency and effectiveness enhancement	10 2	20 5	24 8	20 10	12 12		86 37	2.32	SF

Table 29 (Cont'd.)

Problems	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 EF	4 HF	3 MF	2 SF	1 NF				
8. Lack of systematic way of sending communications to schools resulting to the delay of informations and disorder of activities	10 2	20 5	24 8	18 9	13 13		85 37	2.30	SF
9. Administrators who demand the immediate accomplishments of tasks without human considerations	5 1	12 3	27 9	18 9	15 15		77 37	2.08	SF
10. Administrators who treats subordinates like machines and believes that they must follow orders and nothing more	10 2	8 2	18 6	14 7	20 20		70 37	1.89	SF
Total	-	-	-	-	-		-	21.32	-
Mean	-	-	-	-	-		-	2.132	SF
Legend:	4.51 - 5.00 - Extremely Felt (EF) 3.51 - 4.50 - Highly Felt (HF) 2.51 - 3.50 - Moderately Felt (MF) 1.51 - 2.50 - Slightly Felt (SF) 1.00 - 1.50 - Not Felt (NF)								

open communication between teachers and administrators - 2.71; 4) Lack of trainings on teachers and administrators' efficiency and effectiveness enhancement - 2.62. The remaining six problems were assessed as "Slightly Felt" by the teacher-respondents with weighted means ranging from 2.28 - 2.50. The top three problems corresponded to: 1)

Table 30

Problems Encountered by the Teachers Relative to
the Managerial Styles of Their Administrators

Problems	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 EF	4 HF	3 MF	2 SF	1 NF				
1. Lack of close association and open communication between teachers and administrators	115 23	216 54	216 72	122 61	58 58		727 268	2.71	MF
2. Teachers difficulty in submitting problems to superiors because of administrators' unapproachable attitude	140 28	240 60	213 71	104 52	57 57		754 268	2.81	MF
3. Financial instability of teachers and administrators	125 25	216 54	240 80	114 57	52 52		747 268	2.79	MF
4. Lack of teachers cooperation and participation in school programs and activities	80 16	148 37	192 64	156 78	73 73		649 268	2.42	SF
5. Administrators playing favorite and discrimination	80 16	116 29	180 60	144 72	91 91		611 268	2.28	SF
6. Non-observance of transparency in the performance of administrative and supervisory functions of administrators	105 21	148 37	198 66	150 75	69 69		670 268	2.50	SF
7. Lack of trainings on teachers and administrators efficiency and effectiveness enhancement	135 27	140 35	213 71	156 78	57 57		701 268	2.62	MF

Table 30 (Cont'd.)

Problems	R E S P O N S E S						Inter- pre- tation
	5	4	3	2	1	Total	
	EF	HF	MF	SF	NF		
8. Lack of systematic way of sending communications to schools resulting to the delay of informations and disorder of activities	85 17	160 40	180 60	148 74	77 77	650 268	2.43 SF
9. Administrators who demand the immediate accomplishments of tasks without human considerations	80 16	136 34	186 62	158 79	77 77	637 268	2.38 SF
10. Administrators who treats subordinates like machines and believes that they must follow orders and nothing more	80 16	132 33	162 54	160 80	85 85	619 268	2.31 SF
Total	-	-	-	-	-	-	25.24 -
Mean	-	-	-	-	-	-	2.524 MF
Legend:	4.51 - 5.00	-	Extremely Felt	(EF)			
	3.51 - 4.50	-	Highly Felt	(HF)			
	2.51 - 3.50	-	Moderately Felt	(MF)			
	1.51 - 2.50	-	Slightly Felt	(SF)			
	1.00 - 1.50	-	Not Felt	(NF)			

Non-observance of transparency in the performance of administrative and supervisory functions of administrators;

2) Lack of systematic way of sending communications to schools resulting to the delay of information and disorder of activities; and 3) Lack of teacher cooperation and participation in school programs and activities. As a whole, the teachers considered the problems as "Moderately

Felt" as evidenced by the grand mean of 2.524. It appeared that teachers had problems with their administrators particularly in the unapproachable attitude and lack of close association and open communication between them.

Solutions Suggested by the Administrators and Teachers

In this study, the two categories of respondents were also asked to rate a list of solutions as to their agreement with these to solve the identified problems. The responses of both administrators and teachers are presented in Tables 31-32.

As indicated in Table 31, the administrator-respondents "Agree" to all ten solutions with weighted means ranging from 4.16 to 4.46. On top of the assessment were the following six solutions: 1) Administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solution - 4.46; 2) Teachers should be provided with incentives such as awards, prizes and others for outstanding accomplishment so as to encourage them to actively participate in the implementation of all DECS programs and activities - 4.46; 3) Discrimination and playing favorites among his teachers by the administrators be minimized or totally eradicated - 4.46; 4) Administrators should establish warm atmosphere in his office or district so as to encourage teachers to open

Table 31

Solutions Suggested by the Administrator-Respondents

Solutions	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 : SA	4 : A	3 : U	2 : D	1 : SD				
1. Administrators should establish warm atmosphere in his office or district so as to encourage teachers to open up with him things concerning their job performance	105 21	44 11	12 4	2 1	0 0		163 37	4.41	A
2. Administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solutions	120 24	28 7	15 5	2 1	0 0		165 37	4.46	A
3. Teachers and administrators be allowed to engage in other financial sources but not to the extent of sacrificing their main duties	45 9	72 18	27 9	2 1	0 0		146 37	3.95	A
4. Teachers should be provided with incentives such as awards, prizes and others for outstanding accomplishments so as to encourage them to actively participate in the implementation of all the DECS program and activities	100 20	60 15	3 1	2 1	0 0		165 37	4.46	A

Table 31 (Cont'd.)

Solutions	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 : SA :	4 : A :	3 : U :	2 : D :	1 : SD :				
5. Discrimination and playing favorites among his teachers by the administrators be minimized or totally eradicated	105 21	52 13	6 2	2 1	0 0		165 37	4.46	A
6. Transparency in the performance of administrative and supervisory functions of administrators be observed	100 20	44 11	6 2	8 4	0 0		158 37	4.27	A
7. Training on teachers and administrators efficiency and effectiveness enhancement be conducted	100 20	28 7	21 7	6 3	0 0		155 37	4.19	A
8. Administrators should choose and implement a better way of information dissemination to the satellite schools particularly to the complete elementary schools to have whatever activities done on time	95 19	32 8	27 9	2 1	0 0		156 37	4.22	A
9. Administrators should provide teachers a schedule of submitting reports. In case of sudden reports being demanded, deadlines set should consider the inability of teachers to comply or finish the reports needed	85 17	40 10	27 9	2 1	0 0		154 37	4.16	A

Table 31 (Cont'd.)

Solutions	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 SA	4 A	3 U	2 D	1 SD				
10. Administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective works	115 23	16 4	21 7	6 3	0 0		158 37	4.27	A
Total	-	-	-	-	-		-	42.84	-
Mean	-	-	-	-	-		-	4.284	A
Legend:	4.51 - 5.00 - Strongly Agree (SA) 3.51 - 4.50 - Agree (A) 2.51 - 3.50 - Undecided (U) 1.51 - 2.50 - Disagree (D) 1.00 - 1.50 - Strongly Disagree (SD)								

up with him things concerning with their job performance - 4.41; 5) Administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective work - 4.27; 6) Transparency in the performance of administrative and supervisory functions of administrators be observed - 4.27.

The teachers' assessment are reflected in Table 32. Just like the first group of respondents, this group "Agreed" with all the solutions. The top assessed solutions had weighted means of 4.34, 4.29, 4.28, 4.15 and

Table 32

Solutions Suggested by the Teacher-Respondents

Solutions	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 SA	4 A	3 U	2 D	1 SD				
1. Administrators should establish warm atmosphere in his office or district so as to encourage teachers to open up with him things concerning their job performance	740 148	320 80	51 17	24 12	11 11		1146 268	4.28	A
2. Administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solutions	735 147	336 84	57 19	36 18	0 0		1164 268	4.34	A
3. Teachers and administrators be allowed to engage in other financial sources but not to the extent of sacrificing their main duties	445 89	440 110	111 37	42 21	11 11		1049 268	3.91	A
4. Teachers should be provided with incentives such as awards, prizes and others for outstanding accomplishments so as to encourage them to actively participate in the implementation of all the DECS program and activities	630 126	360 90	72 24	30 15	13 13		1105 268	4.12	A
5. Discrimination and playing favorites among his teachers by	620 124	348 87	108 36	32 16	5 5		1113 268	4.15	A

Table 32 (Cont'd.)

Solutions	R E S P O N S E S						Total	Mean	Inter- pre- tation
	5 SA	4 A	3 U	2 D	1 SD				
the administrators be minimized or totally eradicated									
6. Transparency in the performance of admin- istrative and super- visory functions of administrators be observed	495 99	428 107	111 37	42 21	4 4	1080 268	4.03	A	
7. Training on teachers and administrators efficiency and effec- tiveness enhancement be conducted	560 112	324 81	135 45	52 26	4 4	1075 268	4.01	A	
8. Administrators should choose and implement a better way of infor- mation dissemination to the satellite schools particularly to the complete elemen- tary schools to have whatever activities done on time	595 119	392 98	75 25	46 23	3 3	1111 268	4.15	A	
9. Administrators should provide teachers a schedule of submitting reports. In case of sudden reports being demanded, deadlines set should consider the inability of teachers to comply or finish the reports needed	555 111	412 103	93 31	46 23	0 0	1106 268	4.13	A	

Table 32 (Cont'd.)

Solutions	R E S P O N S E S						Inter- pre- tation
	5 SA	4 A	3 U	2 D	1 SD	Total	Mean
10. Administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective works	750 150	304 76	54 18	38 19	5 5	1151 268	4.29 A
Total	-	-	-	-	-	-	41.42 -
Mean	-	-	-	-	-	-	4.142 A
Legend:	4.51 - 5.00	-	Strongly Agree	(SA)			
	3.51 - 4.50	-	Agree	(A)			
	2.51 - 3.50	-	Undecided	(U)			
	1.51 - 2.50	-	Disagree	(D)			
	1.00 - 1.50	-	Strongly Disagree	(SD)			

4.15. They corresponded to the following: 1) Administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solutions; 2) Administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective work; 3) Administrators should establish warm atmosphere in his office or district so as to encourage teachers to open up with him things concerning with their job performance; 4) Discrimination and playing favorites among his teachers by

the administrators be minimized or totally eradicated; and
5) Administrators should choose and implement a better way of information dissemination to the satellite schools particularly to the complete elementary schools to have whatever activities done on time.

Implications of Finding Towards Improving Interpersonal Relations

Teachers' attitude towards their work is usually tempered by the way their administrators manage them and the school. The use of autocratic style of management does not in any way improve the teachers as they show a unfavorable attitude towards it. Whereas, the practice of participatinal and permissive styles allow the teachers to participate in decision-making processes in management. They are inspired when their opinions and suggestions are solicited and acknowledged. The trust their administrators have on them strengthens the teachers' self-confidence. This kind of working relationship establishes a harmonious relationship not only among teachers but between administrators and teachers as well.

The problems that surfaced in the assessment of both groups of respondents implied that even with favorable management styles, there were still loopholes and inconsistencies in implementation of certain practices. Sometimes what the administrators do, do not necessarily

reflect what the teachers perceived from them. Thus, careful consideration on the part of the administrators and teachers is necessary for them to meet eye to eye as they work together. The solutions that surfaced crystallized what the administrators should do in order to minimize if not eliminate these loopholes and inconsistencies. After all, what counts most in management is the interpersonal relationship between the superior and subordinates. When this is in order, nothing is impossible to achieve in a school system.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings and the conclusions and recommendations that were generated based on these findings.

Summary of Findings

Hereunder are salient findings of the study:

1. Among the administrator-respondents, the mean age was pegged at 55.05 years with a standard deviation of 6.40 years. Female administrators were older than their male counterparts as evidenced by their mean age of 55.82 years as against the males' 53.21 years. Majority were females.

The teacher-respondents had a mean age of 38.07 years with a SD of 10.21 years. The male teachers were older than the female teachers by 8.51 years. The modal sex of this group was female.

2. Majority of the administrators and teachers were married.

3. Majority of the administrators were elementary school principals while among the teachers, majority were elementary grades teachers.

4. Majority of the administrators had MA/MS degree with doctoral, whereas, majority of the teachers had bachelor's degree with MA/MS units.

5. As teachers, the administrators had an average teaching experience of 19.08 years with a SD of 7.65; as administrators, their average administrative experience was 13.14 years with a SD of 7.59 years; while the teachers had an average teaching experience of 18.32 years with a SD of 10.06 years.

6. As perceived by both administrators and teachers, autocratic style was "sometimes practiced" as supported by their grand means of 2.725 and 2.97, respectively.

7. Both the administrators and teachers perceived the participatinal style as "Often Practiced" as evidenced by the grand means of 3.651 and 3.668, respectively.

8. The two groups of respondents assessed permissive style as "Often Practiced" as indicated by their weighted means of 4.084 for the administrators and 3.835 for the teachers.

9. In comparing the perceptions of the two groups of respondents along autocratic style, the computed t-value of -0.88 was numerically lesser than the critical t-value of 1.73, $\alpha = .05$, $df = 18$. Thus, the hypothesis postulated along this comparison was accepted.

10. On the participatinal style, the computed t-value was -0.13 which proved lesser than the critical t-value of 1.73, at $\alpha = .05$, $df = 18$. Therefore, the hypothesis relative to the comparison of the perceptions of the two

categories of respondents was accepted.

11. Concerning permissive style, the computed t-value was pegged at 2.14, numerically greater than the critical t-value of 1.73 at .05 level of significance, with 18 df. The hypothesis relative to this comparison was, thus, rejected.

12. As regards the attitude of teachers towards autocratic style, the administrator-respondents were "Undecided" on both the negative and positive indicators with grand means of 2.914 and 3.22, respectively, implying a neutral attitude.

The teachers were "undecided" on the negative indicators which obtained a grand mean of 2.844 but they "agreed" with all positive indicators, with a grand mean of 3.667. They exhibited a neutral attitude towards the negative side of autocratic style but they had a favorable attitude as far as the positive consequences of autocratic style were concerned.

13. On teachers' attitude towards participatinal style, the administrators "disagreed" on the negative indicators which posted a grand mean of 2.48 implying an unfavorable attitude, whereas on the positive indicators, they "agreed" on all five indicators with a grand mean of 4.27, implying a favorable attitude.

The teachers also "disagreed" with the negative

indicators as evidenced by the grand mean of 2.446, implying an unfavorable attitude, whereas on the positive indicators, the grand mean posted at 4.058 indicating "Agree," which implied a favorable attitude.

14. Based on the administrators perceptions, the teachers' attitude towards permissive style along the negative indicators, the grand mean was pegged at 3.219 denoting "Undecided" which implied a neutral attitude. On the other hand, they "strongly agreed" on the positive indicators with a grand mean of 4.508, implying a very favorable attitude.

As to the teachers' opinion, they were "undecided" on the negative indicators as supported by the grand mean of 2.71 which indicated a neutral attitude. However, they "agreed" with the positive indicators obtaining a grand mean of 3.719, which implied a favorable attitude.

15. In comparing the perceptions of the two categories of respondents relative to the teachers' attitude towards autocratic style, the computed t-value of -1.20 was numerically lesser than the critical t-value at $\alpha = .05$ and $df = 18$. The hypothesis of no difference in the perceptions of the two groups of respondents was, thus, accepted.

16. The comparative analysis between the perceptions of the two groups of respondents relative to the teachers'

attitude towards participatinal style revealed a computed t-value of 0.31 which was numerically lesser than the critical t-value of 1.73 at $\alpha = .05$, $df = 18$. The corresponding hypothesis was also accepted.

17. The comparison made on the perceptions of the respondents relative to the teachers' attitude towards permissive style revealed a computed t-value of 2.27 which proved numerically greater than the critical t-value of 1.73 at $\alpha = .05$, $df = 18$. The hypothesis that there was no significant difference between their perceptions was, therefore, rejected.

18. The correlational analysis between the teachers' attitude and autocratic style of management resulted in a computed r of 0.28 denoting a low correlation. The test of significance consequently, showed a computed Fisher's t-value of 1.73 which was numerically lesser than the critical t-value of 2.03 at $\alpha = .05$, $df = 35$. The hypothesis that there was no significant relationship between these variates was accepted.

19. The correlation coefficient between teachers' attitude and participatinal style posted at 0.39 which indicated a low correlation. However, the test of significance showed a computed Fisher's t-value of 2.51 which turned out to be numerically greater than the critical t-value of 2.03 at $\alpha = .05$, $df = 35$. Hence, the

hypothesis of no relationship between the two variates was rejected.

20. Between teachers' attitude and permissive style of management, the correlation coefficient was pegged at 0.50 indicating a substantial relationship. Moreover, the test of significance revealed a computed Fisher's t -value of 3.42 which was numerically greater than the critical t -value of 2.03 at $\alpha = .05$, $df = 35$. This led to the rejection of the hypothesis that there was no significant relationship between the two variates.

21. As regards to the problems encountered by the administrators relative to the management style they employed, they assessed the given problems as "Slightly Felt" with a grand mean of 2.132. The following problems obtained the higher weighted means: 1) Financial instability of teachers and administrators; 2) Lack of trainings on teachers' and administrators' efficiency and effectiveness enhancement; 3) Lack of teacher cooperation and participation in school programs and activities; 4) Lack of systematic way of sending communications to schools resulting to the delay of information and disorder of activities; and 5) Lack of close association and open communication between teachers and administrators.

22. For the teachers, the given problems were considered by them as "Moderately Felt" as evidenced by the

grand mean of 2.524. The top problems were: 1) Teachers' difficulty in submitting problems to superiors because of administrator's unapproachable attitude; 2) Financial instability of teachers and administrators; 3) Lack of close association and open communication between teachers and administrators; 4) Lack of trainings on teachers and administrators' efficiency and effectiveness enhancement.

23. The administrator-respondents "agreed" with all given solutions with a grand mean of 4.284. The following solutions were given the higher weighted means: 1) Administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solution; 2) Teachers should be provided with incentives such as awards, prizes and others for outstanding accomplishment so as to encourage them to actively participate in the implementation of all DepEd programs and activities; 3) Discrimination and playing favorites among his teachers by the administrators be minimized or totally eradicated; 4) Administrators should establish warm atmosphere in his office or district so as to encourage teachers to open up with him things concerning with their job performance; 5) Administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would

encourage them to perform better in their respective work.

24. The teacher-respondents, likewise, "agreed" to all given solutions with a grand mean of 4.142. The following were top assessed solutions: 1) Administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solutions; 2) Administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective work; 3) Administrators should establish warm atmosphere in his office or district so as to encourage teachers to open up with him things concerning with their job performance; 4) Discrimination and playing favorites among his teachers by the administrators be minimized or totally eradicated; and 5) Administrators should choose and implement a better way of information dissemination to the satellite schools particularly to the complete elementary schools to have whatever activities done on time.

Conclusions

The following conclusions were formulated based on the foregoing findings:

1. The administrators-respondents were over middle age; predominantly female; majority were married, thus,

responsible and mature; educationally-qualified for their position; experienced, both as teacher and administrator. Meanwhile, the teacher-respondents were middle-aged; predominantly female; majority were married, thus, responsible and mature; educationally-prepared for their work and qualified for a higher position; and experienced as teacher.

2. The elementary school administrators were both participial and permissive in their management style, but they were autocratic at times.

3. The administrators and teachers shared similar perceptions on the extent to which autocratic and participial styles were practiced by school administrators; but, they differed significantly on their opinions along permissive style.

4. Both the administrators and teachers believed that the teachers had a neutral attitude towards autocratic and participial style of management. Whereas, towards permissive style, they differed in their perceptions. The administrators perceived the teachers' attitude to be favorable but the teachers perceived themselves to be neutral.

5. Autocratic style of management is not significantly related to teachers' attitude towards it. What the teachers exhibited in their behavior had nothing to do with

the way their administrators managed them.

6. Participatial and permissive styles of management were significantly related to teachers' attitude towards them. The teachers exhibited a favorable attitude when their administrators employed these two styles. They liked and reacted positively towards them.

7. The administrators and teachers identified almost the same problems on the managerial styles of school administrators. They only differed on the extent to which they were felt.

8. Both the administrators and teachers agreed on the same solutions to address the identified problems. Moreover, the solutions were appropriate to the identified problems.

Recommendations

Based on the foregoing findings and conclusions, the following are recommended:

1. Since the teachers reacted favorably to participatial and permissive style of management, it is recommended that elementary school administrators should continue practicing them. However, caution should be taken in allowing too much permissiveness to their teachers as they might abuse it.

2. Since financial instability between the administrators and teachers surfaced in their assessment,

the following are recommended: a) They should engage in worthwhile income-generating projects to augment their income as long as they do not interfere with their official duties; and b) They should strive to live decently within their means.

3. An in-service training or crash program should be conducted to enhance the efficiency and effectivity of the administrators and teachers. Values reorientation should be included as one of the topics to be discussed.

4. The specific solutions suggested by both groups of respondents should be tried out in schools to address the identified problems.

5. Further studies treating other styles of management may be conducted as they relate to teachers' attitude and job performance.

6. Another study be undertaken in other research environment to validate the results of the present study.

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APPENDIX

Appendix A

Republic of the Philippines
Samar State Polytechnic College
Catbalogan, Samar

September 25, 1999

The Dean Graduate/Post Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably problem No. 1:

1. ATTITUDE OF TEACHERS AND ADMINISTRATORS THEMSELVES TO THE MANAGERIAL STYLES OF ADMINISTRATORS: INPUT IN IMPROVING INTERPERSONAL RELATIONS
2. THE MORALE OF ELEMENTARY SCHOOL TEACHERS OF CALBIGA DISTRICT AND ITS IMPLICATIONS TO THE EDUCATIONAL MANAGEMENT
3. ATTITUDES OF TEACHERS AND PARENTS IN RURAL SCHOOLS IN CALBIGA DISTRICT TOWARDS PUPIL DEVELOPMENT.

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) **MA. RUBY L. AGBON**
Researcher

APPROVED:

(SGD.) **RIZALINA M. URBIZTONDO, Ed.D.**
Dean, Graduate/Post Graduate Studies

Appendix C

Samar State Polytechnic College
Catbalogan, Samar

April 25, 2001

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request that I may be scheduled for a pre-oral defense of my thesis proposal entitled "Attitude of Teachers Towards the Managerial Styles of Administrators: Input in Improving Interpersonal Relations."

I hope for your consideration and favorable action.

Very truly yours,

(SGD.) **MA. RUBY L. AGBON**
Researcher

Approved:

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean, Graduate Studies

Appendix D

Samar State Polytechnic College
Catbalogan, Samar

June 15, 2001

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

M a d a m :

I have the honor to request permission from your good office to administer my Questionnaire to the District Supervisors, Principals and Teachers in the complete elementary schools headed by Principals in the Carline Districts in the Division of Samar in connection with my research study entitled "Attitude of Teachers Towards the Managerial Styles of Administrators: Input in Improving Interpersonal Relations."

I hope for your consideration and favorable action.

Very truly yours,

(SGD.) **MA. RUBY L. AGBON**
Researcher

Approved:

(SGD.) **THELMA C. QUITALIG, Ph.D.**
Schools Division Superintendent

Appendix E

Samar State Polytechnic College
Catbalogan, Samar

March 8, 2002

Dr. Eusebio T. Pacolor
Dean, Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request for the schedule of my final defense on March 17, 2002 at Samar State Polytechnic College, Catbalogan, Samar at 9:00 in the morning.

I hope for your consideration and favorable action.

Very truly yours,

(SGD.) **MA. RUBY L. AGBON**
Researcher

Approved:

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean, Graduate Studies

Appendix F

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Samar State Polytechnic College
Catbalogan, Samar

QUESTIONNAIRE FOR TEACHERS

Date

Dear Respondents,

Greetings!

The undersigned is presently working on a thesis entitled "Attitude of Teachers and Administrators to the Managerial Styles of Elementary School Administrators: Inputs in Interpersonal Relations."

In this regard, you have been chosen as a valued respondent to this study, Please help me obtain the pertinent data by answering the attached questionnaire to the best of your knowledge and ability if only to present the accurate and true results of this research. Rest assured that your identity and the information you will give through this questionnaire will be kept confidential and will be used for research purposes only.

I am grateful for your kind assistance in this undertaking.

Very truly yours,

MA. RUBY L. AGBON
Researcher

I. PERSONAL INFORMATION

Direction: Please fill in (or check) the blank with the appropriate answers.

Name: _____ Age: _____ Sex: _____

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

Position/Designation: _____

Educational Background:

☐ Ph.D./Ed.D. degree
☐ M.A. or M.S. degree w/ Ph.D. or Ed.D. units
☐ M.A. or M.S. degree
☐ Bachelor's degree with M.A. or M.S. units
☐ Bachelor's degree

Length of Service: As Administrator: _____

As Teacher: _____

II. MANAGERIAL STYLES EMPLOYED BY ELEMENTARY SCHOOLS ADMINISTRATORS

Direction: Below are indicators describing the three managerial styles being employed by administrators in their schools. To what extent are these indicators practiced by your administrators? Please check the columns opposite each indicator that represents your answer using the scale below.

5 - Always Practiced	(AP)
4 - Often Practiced	(OP)
3 - Sometimes	(S)
2 - Seldom	(S)
1 - Not Practiced	(NP)

Indicators	AP	OP	S	S	NP
	5	4	3	2	1
1. Places the welfare of the school above the welfare of the teachers in it.					
2. Encourages administrators to criticize poor works of subordinates.					
3. Encourages administrators to insist that teachers under him will follow to the letter those standard routines handed down.					
4. Encourages both teachers and administrators to give importance of being ahead of other schools.					
5. Encourages administrators to speak in a manner not to be questioned.					
6. Turns administrators to be aloof from his subordinates for fear of having respect lessened.					
7. Encourages administrators to provide adequate punishments for violations of rules.					
8. Encourages administrators to demand loyalty from subordinates.					
9. Encourages administrators to play discrimination and favoritism among subordinates.					
10. Encourages administrators to spend funds which is not intended for such purpose.					
11. Allows administrator to take time to explain the reasons for a decision on policy before putting it into effort or action.					
12. Encourages an administrator to keep everyone up to date on developments affecting the group as a matter of course.					
13. Helps the administrators establish friendly atmosphere.					
14. Encourages administrators to sell his viewpoint to the group rather than make it clear that as a boss, his decision is final.					
15. Encourages administrators to practice the appointing of committee to settle a problem rather than stepping in to decide on it by himself.					
16. Encourages administrators to treat all teachers under him as equal.					
17. Provides cooperative tasks between superior and subordinates.					

Indicators	AP	OP	S	S	NP
	5	4	3	2	1
18. Provides the administrator the knowledge to identify error and weaknesses of subordinates in order to correct them.					
19. Keeps the administrator to be open minded enough in accepting suggestions from his staff and other members of the organization					
20. Allows administrators to be humble enough in acknowledging the approval of teachers under him on important matters.					
21. Allows administrators to tolerate teachers under him do their work the way they think is best.					
22. Allows administrators to wait for teachers in his school to push new ideas.					
23. Turns administrators to be willing to make changes.					
24. Turns an administrator to stand up for teachers under him even though it makes him unpopular with others.					
25. Encourages an administrator to put suggestions made by teachers in his school into operation.					
26. Encourages both administrator and subordinates in certain school to work harder.					
27. Encourages an administrator to offer new approaches to problems.					
28. Encourages an administrator to delegate authority to somebody to run the organization in his absence.					
29. Turns an administrator to consult everyone in a form of a meeting regarding decision-making.					
30. Allows an administrator to learn to divide works into the smallest and assign only to those who fits the job.					
31. Others: (Please Specify)					

III. ATTITUDE OF TEACHERS TOWARDS THE MANAGERIAL STYLES

Direction: Below are attitude statements both positive and negative of teachers towards the different managerial styles employed. To what extent do you agree with them? Please check the column opposite each statement that will represent your answer using the scale below.

- 5 - Strongly Agree (SA)
 4 - Agree (A)
 3 - Undecided (U)
 2 - Disagree (D)
 1 - Strongly Disagree (SD)

Attitude Statements	SA	A	U	D	SD
	5	4	3	2	1
A. Autocratic Managerial Style					
Negative					
1. It gives too much burden to me as much as attainment of educational goals are concerned.					
2. It turns me to be ineffective in my job performance because it does not allow me to choose the right things to do that is appropriate to my class.					
3. The autocratic style of management discourage me to pursue further professional growth because of fear of not being able to comply with the demands of my administrators in school.					
4. It deprives me from promotions and other professional growth because of discrimination and favoritism among subordinates.					
5. It makes me feel inferior that would reach the point of criticizing our poor performances in public and that leads my enthusiasm to teach to deteriorate.					
6. Others: (Please Specify)					

Attitude Statements	SA 5	A 4	U 3	D 2	SD 1
Positive					
1. The autocratic type of management motivates and challenges my competence in my job performance as a teacher.					
2. It makes the educational goals easily attained because the teachers are forced to work on it hand in hand.					
3. It makes me become conscious of quantity, quality and time in achieving targets.					
4. It makes me conscious of my role in the total school set-up.					
5. I appreciate this style because it encourages frequent teacher-administrator conference.					
6. Others: (Please Specify)					
B. Permissive Style of Management					
Negative					
1. It makes some of us teachers to be abusive because of the openness shown to us by our superiors.					
2. It makes the accomplishments of reports and other activities delayed because we teachers become relaxed.					
3. We tend to overact or overuse the authority that is delegated to us.					
4. It allows everyone to express ideas and opinions that results the school to be mislead from its goals and objectives.					
5. It lessens my chance to show up because works are evenly distributed to every teacher.					
6. Others: (Please Specify)					

Attitude Statements	SA	A	U	D	SD
	5	4	3	2	1
Positive					
1. I appreciate this managerial style because it makes me become aware of the things that are taking place in the organization because everything is explained and open to all the members, there is coordination of activities among each one.					
2. It inspires me because I am given the chance to share my knowledge in holding authority everytime I am delegated to take charge of the school.					
3. It inspires me because my opinions and suggestions are acknowledged.					
4. It allow us help decide to settle things for the good of the school.					
5. Works are evenly distributed to every member of the organization.					
6. Others: (Please Specify)					
C. Participial Style of Management					
Negative					
1. My load is being added because I am made to find best ideas or ways for schools improvement.					
2. It turns me feel that Iam better than my superior.					
3. It encourages conflicts between superior-subordinate relationship.					
4. Teachers who has poor knowledge on planning and decision making are left behind.					
5. Others: (Please Specify)					

Attitude Statements	SA	A	U	D	SD
	5	4	3	2	1
Positive					
1. It gives the chance to share my ideas with others.					
2. It enables me establish harmonious relationship with my colleagues.					
3. Superiors trust strengthen my self-confidence.					
4. We are supported with new approaches to problems.					
5. It encourages us to share our knowledge in terms of planning and decision making.					
6. Others: (Please Specify)					

IV. Problems Encountered

Direction: Below are problems encountered by administrators and teachers in their work. To what extent are these problems felt by them? Please check the column opposite each problem that best represents your answer using the scale below:

- 5 - Extremely Felt (EF)
 4 - Highly Felt (HF)
 3 - Moderately Felt (MF)
 2 - Slightly Felt (SF)
 1 - Not Felt (NF)

Problems	EF	HF	MF	SF	NF
	5	4	3	2	1
1. Lack of close association and open communication between teachers and administrators.					
2. Teachers difficulty in submitting problems to superiors because of administrators' unapproachable attitude.					

Problems	EF	HF	MF	SF	NF
	5	4	3	2	1
3. Financial instability of teachers and administrators.					
4. Lack of teachers cooperation and participation in school programs and activities.					
5. Administrators playing favorite and discrimination.					
6. Non-observance of transparency in the performance of administrative and supervisory functions of administrators.					
7. Lack of trainings on teachers and administrators efficiency and effectiveness enhancement.					
8. Lack of systematic way of sending communications to schools resulting to the delay of informations and disorder of activities.					
9. Administrators who demand the immediate accomplishments of tasks without human considerations.					
10. Administrators who treats subordinates like machines and believes that they must follow orders and nothing more.					
11. Others: (Please Specify)					

V. Solutions

Direction: Below are the possible solutions to the aforementioned problems. To what extent do you agree with these solutions? Please check the column opposite each problem that best represent your answer using the scale below:

- 5 - Strongly Agree (SA)
- 4 - Agree (A)
- 3 - Undecided (U)
- 2 - Disagree (D)
- 1 - Strongly Disagree (SD)

Solutions	SA	A	U	D	SD
	5	4	3	2	1
1. Administrators should establish warm atmosphere in his office or district so as to encourage teachers to open up with him things concerning their job performance.					
2. Administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solutions.					
3. Teachers and administrators be allowed to engage in other financial sources but not to the extent of sacrificing their main duties.					
4. Teachers should be provided with incentives such as awards, prizes and others for outstanding accomplishments so as to encourage them to actively participate in the implementation of all the DECS programs and activities.					
5. Discrimination and playing favorites among his teachers by the administrators be minimized or totally eradicated.					
6. Transparency in the performance of administrative and supervisory functions of administrators be observed.					
7. Training on teachers and administrators efficiency and effectiveness enhancement be conducted.					
8. Administrators should choose and implement a better way of information dissemination to the satellite schools particularly to the complete elementary schools to have whatever activities done on time.					
9. Administrators should provide teachers a schedule of submitting reports. In case of sudden reports being demanded, deadlines set should consider the inability of teachers to comply or finish the reports needed.					

Solutions	SA	A	U	D	SD
	5	4	3	2	1
10. Administrators should treat his subordi- nates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective works.					
11. Others: (Please Specify)					

Good Luck and Thank You Very Much
for Your Cooperation!

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Samar State Polytechnic College
Catbalogan, Samar

QUESTIONNAIRE FOR ADMINISTRATORS

Date

Dear Respondents,

Greetings!

The undersigned is presently working on a thesis entitled "Attitude of Teachers Towards the Managerial Styles of Elementary School Administrators: Inputs in Improving Interpersonal Relations."

In this regard, you have been chosen as a valued respondent to this study, please help me obtain the pertinent data by answering the attached questionnaire to the best of your knowledge and ability if only to present the accurate and true results of this research. Rest assured that your identity and the information you will give through this questionnaire will be kept confidential and will be used for research purposes only.

I am grateful for your kind assistance in this undertaking.

Very truly yours,

MA. RUBY L. AGBON
Researcher

Indicators	AP	OP	S	S	NP
	5	4	3	2	1
1. Places the welfare of the school above the welfare of the teachers in it.					
2. Encourages administrators to criticize poor works of subordinates.					
3. Encourages administrators to insist that teachers under him will follow to the letter those standard routines handed down.					
4. Encourages both teachers and administrators to give importance of being ahead of other schools.					
5. Encourages administrators to speak in a manner not to be questioned.					
6. Turns administrators to be aloof from his subordinates for fear of having respect lessened.					
7. Encourages administrators to provide adequate punishments for violations of rules.					
8. Encourages administrators to demand loyalty from subordinates.					
9. Encourages administrators to play discrimination and favoritism among subordinates.					
10. Encourages administrators to spend funds which is not intended for such purpose.					
11. Allows administrator to take time to explain the reasons for a decision on policy before putting it into effort or action.					
12. Encourages an administrator to keep everyone up to date on developments affecting the group as a matter of course.					
13. Helps the administrators establish friendly atmosphere.					
14. Encourages administrators to sell his viewpoint to the group rather than make it clear that as a boss, his decision is final.					
15. Encourages administrators to practice the appointing of committee to settle a problem rather than stepping in to decide on it by himself.					
16. Encourages administrators to treat all teachers under him as equal.					
17. Provides cooperative tasks between superior and subordinates.					

Indicators	SA	A	U	D	SD
	5	4	3	2	1
18. Provides the administrator the knowledge to identify error and weaknesses of subordinates in order to correct them.					
19. Keeps the administrator to be open minded enough in accepting suggestions from his staff and other members of the organization					
20. Allows administrators to be humble enough in acknowledging the approval of teachers under him on important matters.					
21. Allows administrators to tolerate teachers under him do their work the way they think is best.					
22. Allows administrators to wait for teachers in his school to push new ideas.					
23. Turns administrators to be willing to make changes.					
24. Turns an administrator to stand up for teachers under him even though it makes him unpopular with others.					
25. Encourages an administrator to put suggestions made by teachers in his school into operation.					
26. Encourages both administrator and subordinates in certain school to work harder.					
27. Encourages an administrator to offer new approaches to problems.					
28. Encourages an administrator to delegate authority to somebody to run the organization in his absence.					
29. Turns an administrator to consult everyone in a form of a meeting regarding decision-making.					
30. Allows an administrator to learn to divide works into the smallest and assign only to those who fits the job.					
31. Others: (Please Specify)					

III. Attitude of Administrators Towards the Managerial Styles

Direction: Below are attitude statements both positive and negative of teachers towards the

different managerial styles employed of their administrators. To what extent do you agree with them? Please check the column opposite each statement that will represent your answer using the scale below.

- 5 - Strongly Agree (SA)
 4 - Agree (A)
 3 - Undecided (U)
 2 - Disagree (D)
 1 - Strongly Disagree (SD)

Attitude Statements	SA	A	U	D	SD
	5	4	3	2	1
A. Autocratic Managerial Style					
Negative					
1. It gives too much burden to my teachers as much as attainment of educational goals are concerned.					
2. It turns my teachers to be ineffective in their job performance because it does not allow them choose the right things to do that is appropriate to their class.					
3. The autocratic style of management discourage my teachers to pursue further professional growth because of fear of not being able to comply with our demands as school administrators.					
4. It deprives my teachers from promotions and other professional growth because of my practice of discrimination and favoritism among my subordinates.					
5. It turns my teachers to feel too much inferiority that reach the point of poor performances which leads them to be embarrassed in their work.					
6. Others: (Please Specify)					

Positive					
1. The autocratic type of management motivates and challenges my teachers'					

Attitude Statements	SA 5	A 4	U 3	D 2	SD 1
Positive					
1. It makes my teachers become aware of the things that are taking place in the organization because everything is explained and open to all the members, there is coordination of activities among each one.					
2. It inspires my teachers because they are given the chance to share their knowledge in holding authority everytime they are delegated to take charge of the school.					
3. It inspires my teachers because their opinions and suggestions are acknowledged.					
4. It allow my teachers to help decide to settle things for the good of the school					
5. Works are evenly distributed to each of my teachers.					
6. Others: (Please Specify)					

C. Participial Style of Management					
Negative					
1. The participial style of management leads my teachers to think that their loads is being added because they are made to find best ideas or ways for schools improvement.					
2. It turns my teachers to feel that they are better than me as their superior.					
3. It encourages conflicts between superior-subordinate relationship.					
4. It turns my teachers who has poor knowledge on planning and decision making to be left behind.					
5. Others: (Please Specify)					

Attitude Statements	SA 5	A 4	U 3	D 2	SD 1
Positive					
1. It gives my teachers the chance to share their ideas with others.					
2. It enables my teachers establish harmonious relationship with their colleagues.					
3. My teachers self-confidence are strengthened because of superiors trust given to them.					
4. My teachers are supported with new approaches to problems.					
5. My teachers are encouraged to share their knowledge in terms of planning and decision making.					
6. Others: (Please Specify)					

IV. Problems Encountered

Direction: Below are problems encountered by teachers and administrators like you in their work. To what extent do you feel these problems? Check the column opposite each problem that best represents your answer using the scale below:

- 5 - Extremely Felt (EF)
- 4 - Highly Felt (HF)
- 3 - Moderately Felt (MF)
- 2 - Slightly Felt (SF)
- 1 - Not Felt (NF)

Problems	EF 5	HF 4	MF 3	SF 2	NF 1
1. Lack of close association and open communication between teachers and administrators.					

Problems	EF	HF	MF	SF	NF
	5	4	3	2	1
2. Teachers difficulty in submitting problems to superiors because of administrators' unapproachable attitude.					
3. Financial instability of teachers and administrators.					
4. Lack of teachers cooperation and participation in school programs and activities.					
5. Administrators playing favorite and discrimination.					
6. Non-observance of transparency in the performance of administrative and supervisory functions of administrators.					
7. Lack of trainings on teachers and administrators efficiency and effectiveness enhancement.					
8. Lack of systematic way of sending communications to schools resulting to the delay of informations and disorder of activities.					
9. Administrators who demand the immediate accomplishments of tasks without human considerations.					
10. Administrators who treats subordinates like machines and believes that they must follow orders and nothing more.					
11. Others: (Please Specify)					

V. Solutions

Direction: Below are the possible solutions to the aforementioned problems. To what extent do you agree with these solutions? Please check the column opposite each solution that best represent your answer using the scale below:

- 5 - Strongly Agree (SA)
- 4 - Agree (A)
- 3 - Undecided (U)
- 2 - Disagree (D)
- 1 - Strongly Disagree (SD)

Solutions	SA	A	U	D	SD
	5	4	3	2	1
1. Administrators should establish warm atmosphere in his office or district so as to encourage teachers to open up with him things concerning their job performance.					
2. Administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solutions.					
3. Teachers and administrators be allowed to engage in other financial sources but not to the extent of sacrificing their main duties.					
4. Teachers should be provided with incentives such as awards, prizes and others for outstanding accomplishments so as to encourage them to actively participate in the implementation of all the DECS programs and activities.					
5. Discrimination and playing favorites among his teachers by the administrators be minimized or totally eradicated.					
6. Transparency in the performance of administrative and supervisory functions of administrators be observed.					
7. Training on teachers and administrators efficiency and effectiveness enhancement be conducted.					
8. Administrators should choose and implement a better way of information dissemination to the satellite schools particularly to the complete elementary schools to have whatever activities done on time.					
9. Administrators should provide teachers a schedule of submitting reports. In case of sudden reports being demanded, deadlines set should consider the inability of teachers to comply or finish the reports needed.					

Solutions	SA	A	U	D	SD
	5	4	3	2	1
10. Administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective works.					
11. Others: (Please Specify)					

Good Luck and Thank You Very Much
for Your Cooperation

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	Ma. Ruby Lotoc Agbon
Address	:	Calingonan, Calbiga, Samar
Date of Birth	:	August 31, 1971
Place of Birth	:	Calingonan, Calbiga, Samar
Present Position	:	Head Teacher III
Station	:	Calingonan Elementary School Calbiga District, Samar Division
Civil Status	:	Single

Educational Background

Elementary	:	Calingonan Elementary School Calingonan, Calbiga, Samar 1981-1984 Consistent Class First Honors
Secondary	:	Samar National School Catbalogan, Samar 1984-1988
College	:	Sacred Heart College Catbalogan, Samar 1988-1992 Cum Laude
Graduate Studies	:	Samar State Polytechnic College Catbalogan, Samar 1995 to present
Curriculum Pursued	:	Master of Arts in Education
Major	:	Administration & Supervision

Civil Service Eligibility

Professional Board Examination for Teachers, Catbalogan,
Samar, October 25, 1992, 72.60%

Positions Held

Grade School Teacher	:	Sacred Heart College Catbalogan, Samar 1992-1993
Elementary Grade Teacher I	:	Barobaybay Primary School Calbiga, Samar 1993-1996
	:	Calingonan Elem. School Calbiga, Samar 1996-1998
Elementary Grade Teacher II	:	Calingonan Elem. School Calbiga, Samar July 1, 1998
Elementary Grade Teacher III	:	Calingonan Elem. School Calbiga, Samar February 15, 1999
Head Teacher III		Calingonan Elem. School Calbiga, Samar August 15, 2001 up to the present

Awards and Recognition Received

Most Outstanding Teacher of Calingonan Zone, Calbiga District, December 17, 1999

Certificate of Recognition for an Exemplary Performance as coach, 3rd placer in Filipino News Writing during the Division Elementary and Secondary Schools Press Conference, Samar National School, October 21-22, 1998

Certificate of Recognition for an Exemplary Performance as coach, Fourth placer in Filipino Feature Writing during the Division Elementary and Secondary Schools Press Conference, October 21-22, 1998

Certificate of Recognition for an Exemplary Performance as coach, Second placer in Filipino Sports Writing during the Division Elementary and Secondary Schools Press Conference, October 21-22, 1998

Seminar/Workshops Attended

Basic Leadership Course (GSP), Catbalogan, Samar, July 16-19, 1992

Division In-Service Training in Elementary Math, Catbalogan, Samar, January 28-29, 1994

3-Day Regional Division-Based Training of Grade I Teachers on the Integration of the Preschool 8-Week Curriculum, June 1-3, 1995

Division Training on Corrective Reading, Catbalogan, August 1-3, 1996

Basic Training Course for Kawan Leaders, Calbiga, Samar, October 28-30, 1994

Regional Seminar on Computer Aided Learning Modules in Meteorology and Astronomy Including Comet Watching & Star Gazing, UEP, Catarman, Northern Samar, May 14-15, 1997

Two-Day Division District Based Training of Teachers and Administrators on "Time on Task," Catbalogan, Samar, June 1994

Seminar on Reading Enhancement for Elementary Schools focus on Strategies in Teaching Reading, Calbiga, Samar, October 11-13, 1995

Short-Term Training Program in Elem. Math, RSTC, UEP, Catarman, Northern Samar, April 14-May 24, 1997

1998 Division Training of Elementary and Secondary School Paper Advisers at Basey National High School, Basey, Samar, September 22-24, 1998

Division Elementary and Secondary Schools' Press Conference, Samar National School, Catbalogan, Samar, October 21-22, 1998

Sixth Regional Elementary Schools' Press Conference, Daniel Z. Romualdez Memorial Elem. School, Tolosa, Leyte, October 28-30, 1998

Regional Orientation-Workshop on the Regular Annual Collection and Processing of Basic Education Data, Redaja Hall, Catbalogan, Samar, March 14-15, 2000

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