

PERFORMANCE AND PRACTICES AMONG PUBLIC ELEMENTARY
SCHOOL HEADS OF PROSPERIDAD DISTRICTS

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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
with Specialization in Educational Management

by

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APPROVAL SHEET

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DEDICATION

This work is humbly dedicated
to his loving wife, Ruth;
his children, Blessy, John, Yew and Vince Fatima;
and to the
School Heads and Teachers
of Prosperidad District I.

A P C

A B S T R A C T

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This study was conducted to determine the performance and practices among public elementary school heads of Prosperidad Districts.

A descriptive survey was conducted to 40 public elementary school heads of Prosperidad, Agusan del Sur. Three groups of respondents were used to solicit information on the leadership skills, roles, and practices of these 40 school heads.

A validated questionnaire was used to generate responses from the 40 school heads, 193 teachers, and four district supervisors.

Findings of the study revealed the following:

1. Female school heads generally do better than their male counterparts in performing the leadership role as (a) Direction Setter, (b) change agent, (c) spokesperson, and (d) coach.

2. School heads who are assigned in big school generally do better than those assigned in small schools in performing the leadership role as (a) Direction Setter, (b) change agent, (c) spokesperson, and (d) coach.

3. Experienced school heads generally do better than those who are relatively new to the position as school head in performing the leadership role as (a) Direction Setter, (b) change agent, (c) spokesperson, and (d) coach.

4. School heads who have earned advanced degrees in educational management generally do better than those who have not earned any advanced degrees in performing the leadership role as (a) Direction Setter, (b) change agent, (c) spokesperson, and (d) coach.

5. Female school heads generally do better than their male counterparts in doing the leadership practices like

(a) Establishing direction,(b) Aligning people, and (c) motivating and inspiring people.

6. School heads who are assign in big school generally do better than those assigned in small schools in performing the leadership practices like (a) Establishing direction,(b) Aligning people, and (c) motivating and inspiring people.

7. Experienced school heads generally do better than those who are relatively new to the position as school head in performing the leadership practices like (a) Establishing direction,(b) Aligning people, and (c) motivating and inspiring people.

8. School heads who have earned advanced degrees in educational management generally do better than those who have not earned any advance degrees in performing the leadership practices like (a) Establishing direction,(b) Aligning people, and (c) motivating and inspiring people.

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