



ASSESSMENT OF LEADERSHIP STYLES AMONG EDUCATIONAL ADMINISTRATORS IN AGONCILLO DISTRICT, DIVISION OF BATANGAS PROVINCE

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ABSTRACT

Educational leadership plays an important part in strategic planning for an organization to be productive. Leaders' dedication and support in all phases of their educational career changed the lives of everyone who followed them. Leadership styles are classified into three types: legal, ethical, and spiritual. Hence, this study is focused on assessing leadership styles employed by elementary educational administrators in the district of Agoncillo, division of Batangas province. A quantitative research design was used to standardize data collection and generalize an accurate finding. The locale of the study were all school administrators and teachers in elementary level in the district of Agoncillo, division of Batangas province. There were 13 school heads and 108 teachers who served as the respondents of the study. Based on the findings, it was revealed that the two group of respondents were strongly agreed on the characteristics of what good leadership is. Spiritual leadership style was obtained and used among school leaders among the two components. In accordance with the findings, the two groups of respondents were highly agreed on the qualities of excellent leadership. Among the three components, spiritual leadership style was obtained and employed by school leaders. Meanwhile, in terms of the efficacy of the school

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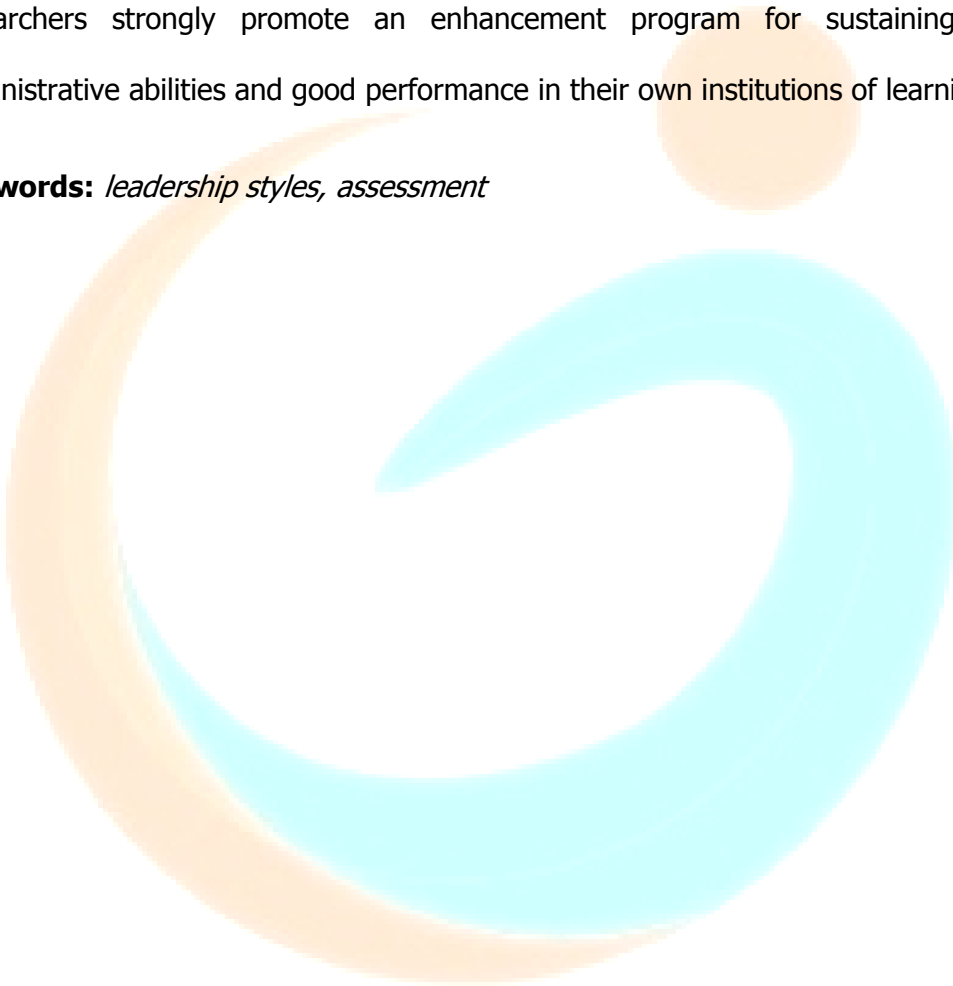
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administrator's leadership style, it was evident that managing the school had reached an exceptional level. There was no significant difference between the two groups of respondents' perceptions of outstanding leadership. There was also a strong association between the level of assessment on leadership styles used by school leaders and their efficacy. As a result, the researchers strongly promote an enhancement program for sustaining school leaders' administrative abilities and good performance in their own institutions of learning.

Keywords: *leadership styles, assessment*



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