

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

**LEADERSHIP STYLES OF THAI ADMINISTRATORS AND PERFORMANCE AND
SATISFACTION IN THE JOB OF FILIPINO TEACHERS IN THAI SCHOOLS**

A Thesis Presented to the
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La Paz, Iloilo City

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
(Administration and Supervision)

by
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Abstract

This study determined the leadership styles of Thai administrators and performance and satisfaction in the job of Filipino teachers in Thai schools. This descriptive method of research was conducted using the purposive sampling technique among 24 Thai administrators and 75 Filipino teachers teaching in elementary and secondary public and private schools in Thailand for the School Year 2016-2017. The researcher utilized three instruments to collect necessary data for this study. The leadership style survey questionnaire was administered to Thai administrators and Filipino teachers to determine the dominant leadership style of Thai administrators as perceived by themselves and Filipino teachers. To measure the job satisfaction of the Filipino teachers, the teachers' job satisfaction questionnaire was utilized. Filipino teachers' job performance was rated by the Thai administrators using the researcher-made evaluation sheet. Frequencies, percentage, means and standard deviations were employed in the descriptive analysis, while Cramer's V and Chi-square were used in the inferential analysis. Significance level was set at 0.05 level of significance.

Findings of the study revealed that most of the Filipino teachers teaching in Thailand were under the leadership of democratic and autocratic administrators. It was also revealed that democratic leadership style was the primary leadership style of Thai administrators as perceived by them. On the other hand, Filipino teachers viewed their

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administrators as both democratic and autocratic. The study also showed that Filipino teachers in Thailand tend to perform excellently under the democratic administrators. It also appeared that Filipino teachers in Thailand who worked under the Thai administrators with democratic and laissez-faire leadership styles were much satisfied with their job in terms of supervision, colleagues, work conditions, pay, responsibility, work itself, advancement, security and recognition. Positive and significant relationship existed between Thai administrators' dominant leadership styles and teachers' performance. A significant relationship also existed between Thai administrators' dominant leadership styles and Filipino teachers' job satisfaction. On the other hand, Filipino teachers' job performance and job satisfaction were not statistically related. These results may benefit the Filipino teachers who are currently teaching or planning to teach in a foreign land like Thailand. Through this research, they will learn the best way on how to deal with their administrators in order to achieve the goals of the school.

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