

MANAGEMENT STYLES AND ORGANIZATIONAL PRODUCTIVITY SKILLS: AN ANALYSIS

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ABSTRACT

This study aimed to examine the relationship of management styles and organizational productivity skills to teacher professionalism. Descriptive research method was employed in the conduct of this study. The respondents were the school managers and subject teachers. To ensure the valid and systematic presentation, analysis and interpretation of the data the following statistical tools were obtained: frequency and percentage, weighted mean, and t-test for independent samples. Results of the study revealed significant differences were noted between the assessments of the respondent teachers and school managers with regard to the extent school managers employ the coercive and affiliative management styles. No significant difference was observed between the assessments of the respondent teachers and school managers on the extent school managers utilize the pacesetter leadership style, coaching leadership style, democratic leadership style and authoritative leadership style. The self-appraisals of the school manager respondents did not vary significantly with the assessments given by the teacher respondents with regard to the formers' organizational productivity skills in terms of global strategic skills, team building-skills, organizational skills, and transfer of knowledge skills. On the other hand, a significant difference was observed between the assessments of the respondent teachers and school managers' with regard to the school managers' communication skills.

Keywords: management styles, organizational productivity skills.