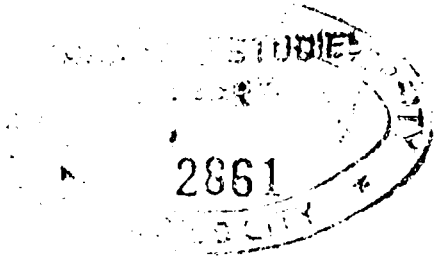


AN EXPERIMENTAL STUDY ON THE EFFECT
OF FEEDBACK FROM TEACHERS ON THE BEHAVIOR OF
THEIR PRINCIPALS



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CHAPTER I

INTRODUCTION

The elementary school principal, as a school administrator, occupies an important middle position in the organizational hierarchy of the public schools. He implements, or causes to be implemented, any pedagogical or administrative policy; and his behavior, among other factors, sets the climate of personnel interrelationships. The achievement of his school is greatly influenced by his leadership. In consonance with this view, Galen states that "in the supervisor's hands rest the kind of teaching the teachers impart to the pupils," and on him depends the enthusiasm of the teachers--the success or failure of education lies in the inspiration he gives to the teachers, which the teachers transmit to the pupils.¹

Bowers asserts that the principal's "actions toward his subordinates set the tone for their behavior toward one another and for their performance on the job."²

¹Manuel Ta. Galen, "What a Supervisor Should Do and Often is Not," The Philippine Journal of Education, 50:595, April, 1972.

²David G. Bowers, Systems of Organization, Management of Human Resources (Ann Arbor, Michigan: The University of Michigan Press, 1976), p. 3.

It is evident that the teacher occupies the crucial role in determining the quality of instruction which pupils may experience in school. The principal is one step removed from the immediate classroom, but his behavior in interaction with the teachers is of key importance in determining the quality of educational experience that takes place in the school. The principal's behavior can seriously limit or hamper instructional improvement.³

Since the teachers do not have the privilege to choose an administrator, they may not get one who is a man of their confidence and with whom they can share their aspirations in the educational enterprise. They have to receive whoever is assigned to supervise them. Nevertheless, they are not prevented from passing judgment over the principal's behavior, or expressing whatever feelings they have about their superior's leadership style.

³Robert P. Moser, "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, 6:1 September, 1957.

In the assessment of educational output, usually it is the superior who evaluates the leadership performance of the principal. Seldom, if ever, are teachers involved in the process. The fact is, however, that while supervisors base their judgment on limited behavioral samples, the teachers frequently observe, on various occasions, the principal's behavior in the fulfillment of his leadership functions.

Teachers' rating on evaluation of their superior's behavior may provide information on how subordinates perceive and interpret the behavior of their administrators. When teacher's ratings are used to evaluate principals' behavior, is there a change for the better if the principals know what behavior their teachers expect of them? This investigation sought to ascertain the answer to this question.

The Problem

Background of the problem. Inferior methods of teaching and lack of adequate and systematic supervision

were factors considered relevant to poor achievement in a test of elementary and high school students, as revealed in "A Survey of Public Schools of the Philippines," in 1960.⁴

The findings seem to confirm that the ills of the present educational system are directly related to incompetent instruction that produces semi-illiterate high school graduates.⁵

Dr. Bernardino asserts that the public school administrator is the one responsible for the success or failure of the educational enterprise which he is assigned to administer, and he is accountable for the proper and lawful exercise of the functions not only of his office but also of those of his subordinates. This responsibility and accountability exists irrespective of the style of his administration.⁶

⁴Philippines (Republic) National Economic Council, A Survey of the Public Schools of the Philippines--1960 (Manila: Carmelo Bauerman, Inc., 1960), p. 149.

⁵Felixberto C. Sta. Maria, "A Critical Look at the Philippine School System," The Philippine Journal of Education, 50:586, April, 1972.

⁶Dr. Vitaliano Bernardino, "The Public Administrator and Democratic Leadership," The Philippine Journal of Education, 53:6, June, 1974.

The continuing deterioration of the educational output both in the elementary and the secondary levels, calls for an evaluation of the administrators' performance as regards educational leadership.

Usually, the task of evaluating principals' behavior is entrusted to superior. Teachers, who are in constant interaction with their immediate superiors, are not asked to participate in the evaluation; but because of this close contact, it is reasonable to involve the teachers to some extent in the evaluation of their administrator's behavior. Will teachers' ratings serve as a valuable feedback to cause change in the principal's behavior? An experimental situation can be designed to answer this question; hence, this study.

Statement of the problem. The main purpose of this investigation was to find out the effect of feedback from teachers on the behavior of their principals. Specifically, the study attempted to discover answers to the following questions:

1. Is there a significant change in the behavior of principals receiving feedback from their teachers as compared with those not receiving feedback?

2. In which behavior dimensions of principals is significant change shown after the feedback treatment?

Which behavior dimension shows significantly greater increase in mean score, from pretest to posttest?

3. Is the amount of change in the behavior of principals in the experimental group related to:

- a. sex,
- b. educational training,
- c. administrative experience, and/or
- d. age?

The following research hypotheses were adopted at the start of the experiment:

1. Principals receiving feedback from their teachers would show significant change in behavior as compared to principals not receiving feedback.

2. Significant improvement in behavior would result after the feedback treatment in each of the four dimensions of principal's behavior: human relations, leadership, personal qualifications and attributes, and physical characteristics and personality traits.

3. Significantly, more principals would react positively than negatively to feedback from teachers.

4. Sex, educational training, administrative experience and age are related to the amount of change in the behavior of principals.