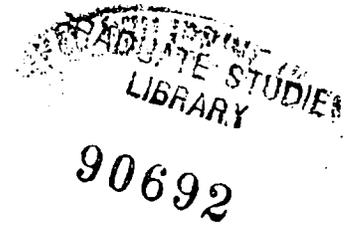


A STUDY ON THE ASSOCIATION OF THE LEADERHIP STYLES OF
ELEMENTARY SCHOOL PRINCIPALS IN THE DIVISION OF
ILOILO AS PERCEIVED BY THEIR TEACHERS WITH
TEACHERS' JOB SATISFACTION



A Thesis
Presented to
the Faculty of the School of Graduate Studies
CENTRAL PHILIPPINE UNIVERSITY

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION

by
LAGRIMAS ARANA SACLAUSO

December 1993

CHAPTER I

INTRODUCTION

Leadership has always been an interesting social phenomenon. This is always present where human beings are gathered together, for leadership demands interactions between specific traits of one person and the other traits of many. There would be no leaders without followers. In all walks of life, men rise to lead others. Men are accepted as leaders for several reasons: either because the leader satisfies their needs, because of force, or of charisma, or other considerations.

Leadership, many believe, is a critical administrative process. Authorities agree that though schools in the same district, town or municipality have the same logistics and are distributed to ensure equality, still schools differ in their effectiveness. Many believe that the leadership of the leader or the administrator or the principal makes all the difference. "Schools are designed to serve boys and girls so there is an¹ urgent need to make a good system better."

¹
James Sweeney, "Research Synthesis on Effective School Leadership," Educational Leadership, 39, No. 5 (February, 1982), p. 344.

Quality leadership could not be denied as an important factor determining school effectiveness. As one author wrote: "Effective schools have effective leaders. What the school does to promote achievement is within the principal's power to influence and control."² The selection of school heads therefore needs careful approach. There are encouraging practices in the field but those who are selecting school administrators must know better what the job requires of the man, and until the men have demonstrated their competence for the job, leadership will continue to be largely a game of chance. This would not be good for our parents and taxpayers. To help ordinary schools become effective schools is what administrators do for a living.

We need quality leadership for quality education. The Civil Service Commission-Junior Executive Training Program pamphlet³ noted:

The increasing emphasis on the need for improving the quality of education and holding the educational system responsible for the achievement levels of pupils is recognition of the merits of accountability in education.

²

Ibid., p. 349.

³

Philippine Civil Service Commission. Junior Executive Training Continuing Program Through Distance Teaching: Learning Package No. 12. Accountability in Education, (Manila: CSC, 1977), p. 1.

The focus of such movement is upon desired goals of change and development, a genuine concern for the learners performance, as well as the improvement of educational practices."

This demand of accountability in education is usually equated with improved supervision, administration, organization, and management with change. An accountability plan is a system of decision-making process. Decision-making is part of educational leadership and good leadership is a necessity for successful survival in the educational system. Cawelti⁴ reports that:

A growing body of research shows a positive relationship between the leadership ability of principals and student growth in basic skill achievement. Scholars such as Brookover, Edmonds and Lezotte have much evidence to support this common sense proposition. If principals can improve their skills and if their leadership efforts focus on the characteristics of effective teaching one can anticipate more successful schools.

As a school principal the researcher has seen that educational people can be easy to lead but hard to drive, easy to inspire but hard to coerce. There is wisdom then in the educational leader's winning the loyalty and personal support of his associates and co-workers in the system. To attain this, the leader must deserve such loyalty and personal support through his own loyalty to them and to the service of education. Authority should not mean coercive power; it must be based upon

4

Gordon Cawelti, "Training for Effective School Administration," Educational Leadership, 39, No. 5 (February, 1982), p. 328.

mutual respect and understanding. The most important test of a leader is his ability to work with people and to make people work with him. Without work or output, no organization can achieve its goals or purpose. Mamchak⁵ wrote:

It is generally recognized that the most efficient schools are those having a positive working relationship between the administrator and the faculty who feel that they are genuinely contributing to the school and are, in turn recognized, appreciated, and treated with respect, in a course of action that benefits everyone.

Six leader behaviors associated with schools that are well managed and whose students achieve good performance were mentioned in a research synthesis on effective school leadership. One of these is support of teachers. To quote: "Effective principals communicate with teachers about goals and procedures. They support teachers' attendance at professional meetings and workshops and provide inservice training that promotes improved teaching."⁶

A democratic cooperative environment can begin with the administrator who recognizes that he is dependent on school personnel and students to exercise his vocation. The principal must be co-equal with all other school personnel, not equal in

5

Susan Mamchak and Steven Mamchak, School Administrators Encyclopedia, (West Nyack, New York: Parker Publishing Company, 1982), 141.

6

James Sweeney, "Research Synthesis on Effective School Leadership," Educational Leadership, 39, No. 5 (February, 1982), 349.

function, education or responsibility, but equal in status and work. ⁷ Bollin recommends that:

School administrators need to assess their leadership skills and understanding of group process. To empower teachers; the administrators must be skilled at interaction with individuals and groups, recognizing that different dynamics are at work with each other. Re-educating a faculty from either authoritarian or laissez-faire leadership requires strong, powerful leadership behavior and a keen understanding of group dynamics and conflict management. If these are weak or missing, training should be sought.

⁸ Littky and Fried agreed that principals and other administrators should work to create a positive, cooperative and stimulating emotional climate within the school, helping to resolve conflicts and tensions and enhance "school spirit".

Others would talk of the style of the man as one factor which makes the difference. The success or failure of an organization depends on its leadership. A person is said to have exhibited leadership behavior when he has influenced people to move in a certain goal. The style of the leader is termed effective when such style is appropriate to a given situation; when the style is inappropriate to a given situation it is termed ineffective. It is said that leadership style is a tool for growth.

⁷ Frances S. Bollin, "Empowering Leadership," Teachers College Record, 91, No. 1 (Fall 1989), 92.

⁸ Dennis Littky and Robby Fried, "The Challenge to Make Good Schools Great," The Education Digest, 53, No. 9, Copyright by Frakken Publications, Inc. (May, 1998), 5.

A good job analysis of the skills needed by the elementary school principals, the kind of behaviors that work best in different situations, the styles suited for situational problems in the field should be part of the training package for leaders and would-be-leaders. Past performance could not guarantee success in the next higher job, however, it could serve as a good background information for the persons who are candidates for promotion. Orientation training may be offered to all newly promoted school administrators before they assumed office and a certificate of training should, be a part of the documents submitted for promotion. We do not leave the management of our schools to someone who might not be fitted for the job. The training would be what Fiedler⁹ suggests in order to solve problems like this. According to him: "Teach managers how to diagnose their own styles and situations, and then teach them how to change the situation so that they can create a better style-situation match."

If leaders are given such type of training, the teachers should have training of the same type in leader behavior to bring about uniformity or agreement in the perception of roles in an organization. Then there would be no conflict or less conflict arising from personality or role behavior.

9

F. E. Friedler, E. H. Potter III, M. M. Zair and W. H. Knoewelton, Jr. "Organizational Stress and the Use and Misuse of Managerial Intelligence and Experience," Journal of Applied Psychology, 1976, 64, 635-647.

It is the purpose of this study to go into the leadership styles of elementary school principals as seen by themselves and by their teachers. It is hoped that leaders and their subordinates jointly discover ways by which they can manage their behavior to produce mutually reinforcing output or to become more effective and efficient, as expected of them by our educational system.

Being an elementary school principal in the public school system, the researcher is also interested in this particular study for self-development and growth. She hopes to contribute to the education of the Filipino youth. The characteristics of the various styles of leadership can serve as framework of reference for the actual applications in the field.

The investigator had adopted Ruiz¹⁰ model for the classification of leadership styles or leader behaviors which stemmed from the task-oriented (Concern for Production) and person-oriented (Concern for People) concept as developed by Blake and Mouton.

The description of the different leadership styles is as follows:

- (1) The Dynamic leader - Blake, Mouton and Ruiz consider this style as the best for this leader believes that people are

10

Macario B. Ruiz, Fundamentals of General Management (Quezon City: R. M. Garcia Publishing House, 1987), 198- 199.

basically productive and creative. He involves the work group in the overall functioning of management and promotes both productivity and job satisfaction. He endeavors to integrate organizational goals and group goals. He is sensitive to environmental factors, cultural expectations and practices, all of which affect the organizations as social systems.

- (2) The Nomothetic leader - He believes that production and people are mutually exclusive, and by philosophy, he stresses productivity and deemphasizes concern for people. He uses the authority and power vested upon him by the position he occupies. He is the counterpart of the hard-boiled autocratic leader as described by Bradford and Lippitt.
- (3) The Transactional leader - He tries to balance his concern for work in exchange for a satisfactory level of morale. Group performance and adequate morale stem from his concern for the task and for people to which he gives equal attention. He is often called the "Compromiser".
- (4) The Idiographic leader - He is the opposite of the Nomothetic leader. He shows much concern for people and ignores productivity. Organizational goals and personal goals are mutually exclusive. Because of his concern for people, he coddles them, hopefully to improve their morale.

(5) The Laissez-faire leader - The incumbent is no leader at all. He does not show any concern for task or people. He is the counterpart of the Laissez-faire leader described by Bradford and Lippit.

This overview of the different leadership styles assumes that the elementary school principal is a leader of the school and not a "caretaker".

Administrative behavior is a highly important factor in facilitating morale of teachers. Elementary school principals should maintain high morale in the teaching staff. This is possible when teachers attain job satisfaction. It is not difficult to tell when a staff has high morale. In a school with a positive spirit, Miller¹¹ found out that teachers looked forward to going to work in the morning and were not in a hurry to leave in the evening. They exhibited concern for the direction in which the school and the program moved. They participated actively in school functions, committees, and organizations and performed various school tasks that were above and beyond their stated duties. The teachers derived satisfaction from being members of the school system and teaching profession; they were supportive of the school, its goals, and philosophy and were engaged actively in the improvement of school-community relations.

11

William C. Miller, "Staff Morale, School Climate, and Educational Productivity," Educational Leadership, 38, No. 6, (March, 1981), 483-486.

In a school with positive spirit, boys and girls will learn to respect the dignity and worth of men irrespective of their background. They will internalize values accepted in a humane society.

12

As Gregorio said:

The purpose of school administration is to bring all phases of the total school enterprise into a harmonious working relationship around some central conception of unity inherent in the process to be desired in learning.

A good teaching staff needs to be made up of persons who are different in many ways. It is for the leader to study the teachers working with him and how to channel their behavior into productivity in terms of pupils' performance. A school system is bound to have conflicts because of its varied personalities. The role of the principal maybe perceived differently by the principal himself and by the teachers. They may entertain different and incompatible expectations relative to the same role. Perception of discrepancies and reactions may amount to satisfaction or dissatisfaction. The channels of communication must be open, free and spontaneous so as to reduce uncertainty and role conflicts.

Principals or educational leaders once they accept the position must likewise accept the likelihood of being criticized.

 12

Herman C. Gregorio, School Administration and Supervision, Rev. Ed. (Quezon City: R. P. Garcia Publishing Company, 1961), 8

They should constructively benefit from the criticism and make these, a part of their program for self-growth and development. This program should be designed to improve the performance of the principal in his job, with the hope of bringing about a closer working relationship between the principal and his teachers to attain job satisfaction.

Statement of the Problem

The main purpose of this study was to find out the leadership styles of elementary school principals in the Division of Iloilo as perceived by their teachers and the association of such leadership styles with teachers' job satisfaction.

The research involves also the study of relationship of the leadership styles of the principals and the job satisfaction of teachers when the effects of Sex, Age, Civil Status, Experience and Educational Attainment of teachers are controlled.

Specifically, answers to the following questions were sought:

1. As perceived by the teachers, what percent of these principals are perceived as: (a) The Dynamic Leader (b) The Nomothetic leader (c) The Transactional leader (d) The Idiographic leader (e) The Laissez-faire leader?

2. As perceived by the principals themselves, what percent are typologized as (a) The Dynamic leader (b) The Nomothetic leader (c) The Transactional leader (d) The Idiographic leader and (e) The Laissez-faire leader?
3. To what extent are the teachers satisfied with their job as determined in terms of the following categories of job satisfaction: (a) Very satisfied (b) Satisfied (c) Neutral (d) Dissatisfied and (e) Very dissatisfied?
4. Is there any association between the leadership styles of principals as perceived by their teachers and the teachers' job satisfaction?
5. Is there any association between the leadership styles of principals as perceived by their teachers and teachers' job satisfaction controlling the effects of teachers' (a) Sex (b) Age (c) Civil Status (d) Experience and (e) Educational Attainment?