

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

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The main purpose of this study was to find out the effect of feedback from teachers on the behavior of their principals. For statistical analysis the following were the research hypotheses:

1. Principals receiving feedback from 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 the principals' 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 would be related to the amount of change in the behavior of principals.

The study was conducted from October, 1982 to February, 1983, in randomly-selected elementary schools in the division of Antique. The subjects, randomly chosen, were thirty-one principals who composed the experimental group and thirty-one principals who composed the control group. Four hundred eleven (411) teachers were randomly selected as respondents

to a prepared questionnaire. This instrument for the evaluation of the behavior of the principals consisted of fifty-one items grouped into the four aforementioned behavior dimensions.

After the pretest, only principals in the experimental group were given feedback. Twelve weeks after the feedback, a posttest with the use of the same instrument was administered to the teacher-respondents who participated in the pretest.

The .05 level of significance was sought for the difference between pretest and posttest results.

The findings supported these subsequent conclusions:

1. Feedback from teachers significantly and positively changed the behavior of principals as a group.

2. Significantly, more principals reacted positively than negatively to feedback from teachers.

3. Young principals and those with less administrative experience were significantly and positively sensitive to feedback as compared to the older principals with longer experience in administrative responsibility.

4. Feedback from teachers significantly resulted in desirable or positive change in all dimensions of the principals' behavior.

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