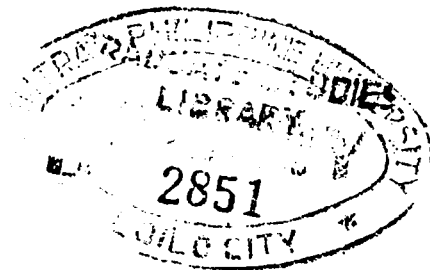


LEADER BEHAVIOR OF ELEMENTARY SCHOOL PRINCIPALS
PERCEIVED AND PREFERRED BY TEACHERS IN
THE PROVINCE OF NORTH COTABATO



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CHAPTER I

INTRODUCTION

Leadership is not a matter of passive status or of the possession of some combination of traits but appears to be a working relationship among members of a group in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative task through to completion.¹

Many studies have been conducted pertaining to relationship between processes and organizational performances. The findings of these studies point to the need for an administrator to be aware of the importance of (1) how subordinates feel about their work and about the school system, (2) their identification with the aims of the school system, and (3) their acceptance of the administrator. It all adds up to saying that a vital and high quality performance of the individual worker requires a social climate in which he feels at home, sees a purpose and develops a sense of significant achievement. It is

¹Ralph M. Stogdill, "Personal Factors Associated with Leadership: a Survey of the Literature," Journal of Psychology, 25:35-71, 1948, as cited by Paul M. Bons and Fred E. Fiedler, "Leadership," Encyclopedia of Professional Management, ed. by Lester Robert Bittell (Danbury, Conn.: Grolier International 1978), pp. 610-625.

the administrator's job, therefore, to help create an environment which will free human energy and cultivate the zest that can make accomplishment rewarding and productive.

It is to be noted that the leader has to take into account both the personnel and the structure of the organization. Halpin² who studied these two dimensions call them "consideration" and "initiating structure." One may recall that Initiating Structure refers to the leader's behavior which delineates relationship between himself and the members of the group, and/or endeavors to establish well-defined patterns of institution, channels of communication, and ways of getting a job done. Consideration refers to behavior which reflects mutual trust, friendship, warmth and the relation between the leader and his members. Originally, these two dimensions of leadership behavior were identified in a study of air-craft commanders, but subsequent research has shown that the dimensions are applicable to factory foremen, school superintendents, supervisors, school principals and chairmen of college departments.

²Andrew W. Halpin, "The Superintendents' Effectiveness as a Leader," Administrators' Notebook, 7: No. 2, October, 1958.

Several findings from research support the position taken by most books in supervision in schools that teachers and other personnel should be involved in the planning and development of programs in which they are going to take part. In other words, administration and supervision should encourage meaningful participation in school development. The administrator should also treat personnel as individuals whose ideas and wishes are important. The human values expressed in these procedures are basic to one's conceptions of democratic living and human dignity. They happen, too, to be the means by which effective and efficient performance of an organization may be achieved. With these studies and findings in mind, one can think of determining which principals, according to teachers, possess the leader behavior which is accepted as ideal in the educational setting hence, this study.

THE PROBLEM

Statement of the Problem

This study attempts to measure the Elementary School Principals' leader behavior as perceived and preferred by the teachers during the school year 1981-1982, in the eleven districts of North Cotabato.

This research study seeks to answer the following

specific questions:

1. Is there any significant difference between the leader behavior of each elementary school principal as perceived by his own teachers and the leader behavior preferred by them?

2. Is there a significant difference between the task-orientation mean score and the mean of the person-orientation score of each principal, as preferred by the teachers?

3. Is there a significant difference between the mean of the scores of task oriented and the mean of the scores of person-oriented leader behavior of the principals, as perceived by the teachers?

4. On the basis of the perception of teachers of what are task-oriented and person-oriented leader behaviors, which principals can be typologized as (a) high in both dimensions, (b) low in both dimensions, (c) high in task-oriented leader behavior and low in person-oriented ones, (d) low in task-oriented leader behavior and high in person-oriented ones, and (e) middle-of-the-road?

5. Are such variables as (a) age, (b) marital status, (c) length of service under present administrator, and (d) educational attainment of teachers, associated with the (1) teachers' perception of leader behavior in

their principals? (2) teachers' preference of leader
behavior in their principals?