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CORRELATES AND PREDICTORS OF LEADERSHIP
BEHAVIORS IN SIX SCHOOLS OF THE RELIGIOUS
MISSIONARIES OF SAINT DOMINIC, 1988 - 1989

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Sr. Loreta B. Masoco, O.P.

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	1
CHAPTER 1 - INTRODUCTION	1
REVIEW OF RELATED LITERATURE	6
SYNTHESIS	21
CONCEPTUAL FRAMEWORK	26
STATEMENT OF THE PROBLEM	29
HYPOTHESIS	31
SCOPE AND LIMITATION OF THE STUDY	32
SIGNIFICANCE OF THE STUDY	33
CHAPTER 2 - METHODOLOGY	34
RESEARCH METHOD	34
RESPONDENTS	34
INSTRUMENTS	35
DATA GATHERING	41
STATISTICAL TREATMENT	43
CHAPTER 3 - PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	44
TABLE 1	45
TABLE 2	46
TABLE 3	49
TABLE 4	50
TABLE 5	51
TABLE 6	54



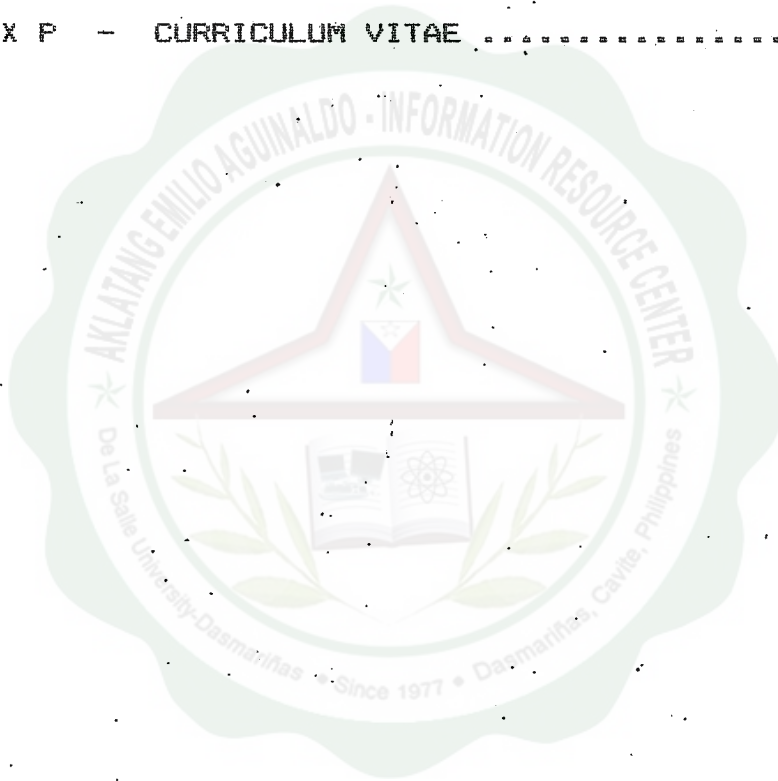
DE LA SALLE UNIVERSITY

TABLE 7	56
TABLE 8	58
TABLE 9	60
CHAPTER 4 - SUMMARY, CONCLUSIONS & RECOMMENDATIONS ..	61
BIBLIOGRAPHY	68
APPENDICES	
APPENDIX A - LETTER TO THE MOTHER PROVINCIAL	71
APPENDIX B - LETTER TO THE DIRECTRESS	72
APPENDIX C - LETTER OF REQUEST TO OHIO UNIVERSITY ..	73
APPENDIX D - LETTER REPLY FROM OHIO UNIVERSITY	74
APPENDIX E - BACKGROUND OF THE STUDY	75
APPENDIX F-1- ADMINISTRATOR'S QUESTIONNAIRE	82
APPENDIX F-2- QUESTIONNAIRE PROPER	84
APPENDIX G - TEACHER'R QUESTIONNAIRE PROPER	88
APPENDIX H - ITEMS IN THE CONSIDERATION SCALE	92
APPENDIX I - ITEMS IN THE INITIATING STRUCTURE SCALE	93
APPENDIX J - STATEMENT OF POLICY	94
APPENDIX K - LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE	95



DE LA SALLE UNIVERSITY

APPENDIX L	-	CORRELATIONS & STEPWISE REGRESSION ...	99
APPENDIX M	-	CORRELATION & STEPWISE REGRESSION ...	101
APPENDIX N	-	CORRELATION & STEPWISE REGRESSION ...	105
APPENDIX O	-	ITEM ANALYSIS OF CONSIDERATION AND INITIATING STRUCTURE AS PERCEIVED BY BOTH TEACHERS AND ADMINISTRATORS	109
APPENDIX P	-	CURRICULUM VITAE	112



Chapter 1

INTRODUCTION

Mission schools established by foreign missionaries throughout the country have helped millions of Filipinos in the field of education. Long after the foreign missionary founders have left the country, the noble task of educating the Filipino youth has continued to be implemented by their successors. One of the Congregations that has put up mission schools in the Philippines is the Religious Missionaries of Saint Dominic, better known as Dominicans. This Religious Congregation's main apostolate as expressed in her philosophy of education is the Christian formation and education of the youth:

"The Congregation of the religious Missionaries of Saint Dominic, realizing that every human person has a temporal life as well as an external destiny, by harmonious development of all the powers of the human beings: physical, social, intellectual, moral, aesthetic and spiritual according to the essential hierarchy directed towards the union of the individual with his Creator as the final end of education". (Student's Handbook, 1988)

In order to actualize this philosophy, the Congregation started operating schools in the Philippines. Most of these schools started in makeshift buildings with a few students, until they gradually increased in number and the buildings improved.



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2

As the number of Dominican schools increased to twelve with the corresponding increase in the number of students, the educational system and administrative roles of the schoolheads became more complicated and challenging. To be effective in its apostolate, the Congregation prepares its members to become better administrators by providing for their professional growth. They are encouraged to gain more knowledge and skills so that they can serve their clientele better, improve curriculum designs, teaching strategies, and pupil activities.

The members of the Congregation of the Religious Missionaries of Saint Dominic who are engaged in educational work need to keep up with changes in educational management. They need to update their knowledge and skills to meet the demands of managing schools.

The schools must be agents of change and education must lead to national development (Jacobs, 1988). However, "it is the quality of the human resources that finally determines the actual worth and meaning of national development " (Abu Samah, 1988). Education and development are interrelated and interactive, education provides the know-how and development stimulates the



evolvment of processes that may be fed into the education process (Nasir, 1988).

The success or failure of an organization is largely due to the effective or ineffective application of management skills. Oftentimes, problems are caused by mismanagement (Imundo, 1980). A new graduate of management although expected to function and perform effectively and efficiently needs years of management experience before he could relate his management theories to actual situations. It is the practice of management that one draws useful theories that will guide him in his future actions (Franco, et al., 1988).

To be successful in management, the manager must recognize the uniqueness of the environment or situation. Understanding how to apply the skills under varying situations requires knowledge, perceptiveness and sense of timing. It also requires training and skill development (Imundo, 1980).

The administrator or principal is the key figure of any school organization. The administrative role of today is very different and much more difficult than it was a few decades ago (Guiang, 1982). Yesterday and today's duties, responsibilities and problems of the administrator might have little resemblance. The differences are due to



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4

changes in the curriculum, i.e., the Secondary Education Development Program (SEDP) curriculum for first year high school (Gil, 1989), teacher involvement in unions (Gomez, 1989), student unrest (Alano, 1989), wide spread of drug use, the unrest of the society due to economic crisis and the existence of social injustices, insurgencies (Liro, Veridiano, 1989), and massive poverty (Cruz, 1989). These factors affect the school system. The principal then must take the lead in order to improve the instructional program, personal relationships and ensure effective use of human and material resources.

The principal must spend his time working with people. "Creative effectiveness can be achieved if a principal understands the group process and techniques for moving the group toward a goal" (Guiang, 1982). Therefore the principal as a leader is expected to lead in the institution's endeavors toward achievement of goals and objectives, helps his subordinates find satisfaction in their jobs, handles conflicts and so on. His behavior affects the performance of his subordinates. His actions give meaning to those who observe it. His subordinates perceive his effectiveness and efficiency, his efforts to initiate constructive relationships with them.

The researcher had concentrated on two specific



dimension of leadership behavior: Consideration and Initiating Structure to determine the quality of leadership behavior of the administrators in six schools under study. This can be defined and assessed through their self-rating and evaluation of the teachers under them, to see whether these administrators perceive themselves as they are perceived by their subordinates in their role as educational leaders.

One of the emerging problems in today's administration is the mismanagement of school organizations. The Dominican schools are not spared of this problem. With the growing school population, coupled with the demands for quality education and innovations, leadership behavior poses as probable solution to the accomplishment of goals.

To help the Dominican administrators in their varied needs to become efficient and effective leaders, the researcher felt the need to ascertain if there exists significant relationship between the administrator's profile and their leadership behavior.



REVIEW OF RELATED LITERATURE

This section presents a review of related studies that served as the background in the investigation. Its parts being: leadership environment, management views and functions, the Filipino manager, leadership styles, female manager and leadership behavior.

Today's leadership environment can be grouped into three contexts: (a) commitment, (b) complexity and (c) credibility (Bennis and Nanus, 1985). In any organization there are many complains by the subordinates and the satisfaction they express give way to a commitment gap because "leaders have failed to instill vision, meaning and trust in their subordinates. Leadership is the key factor needed to enhance human resources". Commitment means the dedication shown by the subordinates to the institutions or organizations they serve whether they are rewarded materially or not by their administrators. It is a feeling of pride to work to the benefit of the organization rather than for oneself. Complexity means complicated. In the world of administration, things tend to become complicated so there is a need for leadership to set things in the right order and direction, especially in decision-making. Credibility means belief in the competence, capacities and abilities of the leader.



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7

Today, leaders are being scrutinized in their tasks as never before in earlier years. So there is a need for the leader to develop his skills, commit himself to the organization, be brave enough to absorb conflicts and face realities and capable of sustaining a vision for the whole organization. The organization should express itself in the awareness of a common social responsibility and be able to translate this vision to a living reality. The end result of leadership should aim at the organizational culture that helps subordinates generate a sense of meaning in their work and a desire to challenge themselves to experience success.

Franco et al (1988) stated that since management pertains to people it is complex. There is no guarantee of successful management no matter how many academic degrees or training courses one takes on the subject of management. It is also an experience, it matures as it ages. The more one practices management, the more experience he becomes. Management has a set of universal propositions, valid only in the particular environment where it will operate. It needs young people, good theoreticians. Management is not an exact science, it is eclectic.

