Dissertation Abstract

Title of the Study: The Value Orientation of Region IX Private School Administrators in Relation to Development as an Educational Thrust: An Analysis

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Purpose: The study tried to determine the extent of development orientation of the administrators to identify the factors that contribute and relate to their orientation, and the extent to which development orientation is exemplified by the administrators' policies, programs and practices. The study also made a comparison of the level or degree of development orientedness of secondary and tertiary level administrators.

The Problem: What development values do the administrators of the private schools in Region IX exemplify?

For an in-depth analysis of the problem, the study sought to answer the following sub-problems:

1. What is the personal and demographic profile of the administrators in relation
to the variables of: a) age, b) sex, c) civil status, d) annual income, (salary and benefits), e) other income, f) educational attainment.

2. What are the career patterns of the administrators in relation to the following variables:
   a) highest educational attainment
   b) experience prior to administratorship
      1) length of service as a teacher
      2) length of service as department head
      3) length of service as supervisor
   c) organizational affiliation

3. What is the extent of the social exposure of the administrators to the following factors:
   a) urban exposure
   b) mass media of communication
   c) interpersonal communications

4. To what extent does the development orientation of the administrators relate to these variables:
   a) personal and demographic profile
   b) career patterns
   c) social exposure

2. How do personal and demographic profile, career pattern and social exposure compare in
the extent to which they relate to the administrators' development orientation?

6. To what extent do the administrators exemplify development orientation in their policies, programs and administrative practices?

7. How does the extent of development orientation of the secondary level administrators compare with the extent of development orientation of the tertiary level administrators?

The subject of the study consisted of seventy-four (74) administrators, of 22 operating private schools in Region 7, representing the secondary and tertiary levels. The study participants consisted of the following school heads: president, vice-president, rector, vice-rector, dean, assistant dean, principal, and assistant principal.

Instrumentation and Data Gathering

The instrument used to collect the data of this study was adapted, through appropriate modification, from the instrument developed by the International Studies of Values in Politics (ISVP). The statistical procedures used were a) Spearman rho Correlation Coefficient, b) Kendal's (W) Coefficient of Correlation, c) t-test for correlated samples, d) ANOVA (Analysis of Variance); e) the HSD (honestly significant difference), and,
f) frequency ranking and percentage.

Overall Findings

1. Demographic and Personal Profile

The respondents were predominantly female, one-third of them were male. There were 30 out of 74 respondents who were single, 16 of them belonging to certain religious orders. The group is, however, predominantly married, with 4 widows/widowers.

2. Career Patterns of the Respondents

Except 8 respondents, the rest were graduate students and holders of masteral and doctoral degrees. The highest educational attainment of the group is MA/MS graduates. More than one-half of the respondents have had teaching experience for 10 years or longer. Ten (10) respondents taught for less than three years before they were promoted to administration. Twenty-four (24) of the respondents had 3 to 9 years of teaching experience. For teaching experience, the median is 9.88 years. Of the 74 respondents, two (2) were relatively young, having been a supervisor or administrator for less than 3 years; 34 have had administrative experience from 3 to 9 years; and, the bigger number of 40 respondents have had more than 10 years of administrative supervisory service. The median of 9.95 years shows that the respondents have already had considerable exposure to school management and
acquired rich and varied insights into school structures, policies, programs and practices.

3. Social Exposure of Respondents

Forty Nine (49) or 66.2 per cent of the respondents were affiliated with 1 to 5 professional and related organizations, which could be rated average. Twenty-four or 34.4 per cent had affiliations with 6 or more professional and related organizations, considered high in terms of exposure.

More than one-half or 50.8 per cent of the respondents made trips or visits to big towns, poblaciones and small cities during the period of the study. Only 16 or 21.60 per cent made trips and visits to regional urban places such as Baguio, Iloilo and Cebu. Thirteen or 17.6 per cent of respondents made trips or visits to the metropolitan areas of Manila, Quezon City and Pasay.

The respondents had frequent exposure to both the printed and electronics media such as the radio, television or betamax.

4. The younger the administrator is the more committed he tends to be to "change." The young who apparently need greater exposure to the service community, tend to be uncertain about their commitment to the local community.

The old and the middle aged tend to be selfless, unlike the young. The old tend to allow participation of
people in various matters/activities, and to avoid "conflict" as much as possible. The young and the middle aged as well as the old appear indifferent to "economic equality," apparently because of their deplorably low income, and also due to frustration about this situation. With their economic plight it is not surprising that all the subjects appear uncertain about "action propensity" and "economic development."

2. The tendency of male administrators to desire change, apparently for improvement, as well as participation decision making when deciding what and when to change, female administrators, as expected of females, have an inherent fear of conflict, and would not know how to avoid this to evade confrontations. Both male and female administrators appear to have only a slight tendency to take action when needed, to value selflessness as an important leader trait, and to commit themselves to action that would create equal opportunities for rich and poor in sharing the good things in life.

6. The administrators were very much aware of the economic problems in their communities, for the most serious problem in Region IV is economic in nature. The administrators appear to be willing to participate in activities for the development of the students, the school and the community. Implied also is the fact that
unmarried administrators desire economic equality and participation of individuals concerned for development and change.

7. The compensation and economic plight could have affected perceptions on the value of "participation" and "local commitment" hence their desire for appropriate action for change and improvement.

It may be added that the demand is for change; to do something about this is the "call."

8. Today the concern for change is very great in all sectors of society. One's being a school administrator does not make any difference. Administrators, too, desire change, improvement, development. As the findings indicate, those who get added income from fishing and business desire "economic equality." Those in farming appear to have little certainty in their local commitment, as long as they have their own farm to cultivate; the main concern today is survival.

7. The more organizational affiliations one has the more he becomes committed to change. It appears, however, that both those affiliated with less number of organizations and those with more tend to be only slightly committed to the rest of the development values, which implies that affiliation with professional and other organizations does not necessarily instill development
values in an administrator.

10. Administrators with less teaching experience tend to be uncertain about his local commitment and the need for him to be selfless, apparently due to limited exposure to the community and the people. Those with longer teaching experience tend to desire change, improvement, development.

While administrators with department head experience are committed to change, they tend not to be committed to "local change" and "conflict avoidance." The least commitment is to "economic development."

The findings generally imply that administrators who have had a long experience as supervisor prior to administratorship tends to be committed to change and development as well as to action propensity.

11. The overall finding implies that generally, administrators favor "conflict avoidance," apparently to minimize stressful conditions that could affect the students and the school staff, particularly themselves. On the other hand, they are greatly committed to "economic development," which could ensure that change for improvement and development would be pursued both for their institutions and their service communities.

12. That the development values ... the administrators were strongly committed to were "conflict avoidance"
"selflessness" and "commitment to change." As in a previous instance, conflict avoidance appears to be a prevailing value, because it is a strategy practiced by administrators in the management of stress and conflict in their institutions. Selflessness and commitment to change could be the result of information in the dailies, including the peace and order situation, massive poverty and unemployment. As educators they could have upheld the importance of education in helping ease these prevailing situations in the country today.

13. The less exposure the administrators had to the electronics media, the more positive their value orientation tended to be. This further infers the effect of the quality of media reporting today, which tends to "twist" the truth, if not altogether, disseminate lies.

14. Generally, the administrators were committed to change, that by and large, change could bring about economic development. To introduce change for economic development, however, requires a selfless attitude, the value of sacrificing oneself for the common good, for any change is likely to risk objection, if not defiance by those who would be affected by this.

15. With most of the administrators only slightly agreeing with most of the values, commitment or orientation to these values could not have been the result of their exposure to urban ways and means of living.
16. For Basilan City generally, with the tertiary group only slightly agreeing with six out of the eight development values, and the secondary administrators only slightly agreeing with five out of the eight values, the development level of the two groups are almost the same, with the secondary group having a slight advantage.

The two groups, however, strongly agree with commitment to change, with the tertiary group, having a slight advantage, this for administrators of Basilan City.

17. For Dipolog City, both groups slightly agreeing with 5 out of the eight development values, and both getting a weighted mean of 4.90, it is deduced that the administrators of the two school levels in Dipolog City have the same level of development orientation.

16. For Pagadian City, it can be mentioned that the political climate in the province is critical, hence the uncertainty about local commitment. The slight agreement with "economic equality" and "economic development" reflects discontent due to the concentration of wealth in a few.

However, both groups are committed to change. The small difference between the average means with the two groups shows, that their level of development orientation is almost the same.
For Sulu, the average mean for the secondary group which is slightly higher than that of the tertiary group shows that the secondary administrators are a little more development-oriented than the tertiary administrators of the place.

19. Both secondary and tertiary level administrators in Zamboanga City are committed to change and development, but the political situation appears to be a hindrance to development. The secondary administrators also appear to have a little more development orientation than the tertiary level administrators.

20. The administrators of Zamboanga del Norte are strongly committed to change, they generally only slightly agree with the rest of the development values. As in previous instances there is little difference in the level of development orientedness between the two groups of administrators.

21. The concept of property ownership by dint of hardwork is still very prevalent in Zamboanga del Sur. Landed estates are in the hands of a few landlords. Despite the earlier land reform program of the government distribution of land is inequitable. All these could explain the uncertainty about local commitment, the unanimous slightly agree of both groups with "action propensity" "economic development," "economic equality," "participation," and even "selflessness."
22. The administrators of Zamboanga del Norte, like their counterparts in the preceding places appeared to be strongly committed to change. However, they generally were only slightly committed to the rest of the development values. As in previous instances, there is only a small difference in the level of development orientations between the two groups of administrators as their respective mean averages show.

23. The tests on the hypotheses revealed these findings:

a. The respondent administrator's age has a moderately high relationship with development orientation, significant at the .05 level. The respondent administrators' sex also had a moderately high relationship with development orientation, significant at the .05 level.

Interpretation of findings confirms the fact, that the older an individual is, the more open-minded he is to change and development. This could also operate negatively, that is the older the individual is, the more he tends to prefer the status quo, for he has become complacent.

Sex, on the other hand, could mean that openness to development and change, could be attributed to one's being male, for generally, men are more broadminded and circumspect than women, who tend to be emotional when
making decisions, including decisions for change and development. There are, of course, exceptions to this general observation.

The high correlation of annual income with development orientation could be explained by the observation that low-level income individuals tend to be frustrated with life, thus having no incentive for further improvement. This, however, could work in the reverse, where highly motivated individuals would try hard to effect change and improvement of their status in life.

On the other hand, other factors such as age, sex and income could contribute to development orientation, the desire for improvement, advancement and progress, which makes up for the negative correlation between civil status and development orientation.

b. The higher the educational attainment of the administrators, the more significantly this relates with development orientation. Administrators' experience as a teacher does not relate significantly with the administrators' development orientation. The same observation is true with organizational affiliation. However, the administrators' experience as department head and as a supervisor have very significant relationships with their development orientation.

The significant correlation between educational attainment and development orientation is explained by the
fact, that education, itself, is development of the human being. Education liberates the mind, tends to make an administrator more independent-minded. It takes an independent-minded administrator to make changes in the institution for its further development, for change is generally reacted to with resistance.

The very significant relationship between the administrators' experience as department head and as supervisor with their development orientation could be attributed to richer experience, greater exposure to the needs and problems of teachers, students, school personnel and the community, greater desire to help these sectors, and stronger motivation to improve policies, programs and practices in their institutions.

Considering the above findings, the null hypothesis is rejected for relationship between development orientation and highest educational attainment, but accepted for relationship with experience as teacher and with organizational affiliation.

c. The relationship of the respondent administrators' exposure to urban settings with their development orientation is substantial and significant at the .05 level. Their exposure to the printed media of communication has a moderately high and significant relationship with their development orientation at the .05 level. As to
exposure to the electronics media, this has a substantial and significant relationship with their development orientation at the .05 level. With respect to frequency of interpersonal communication, this has a moderately high relationship with the administrators' development orientation, significant at the .05 level.

Interpreting the results of the correlation between the administrators' overall social exposure and their development orientation, one would infer that social exposure, or interaction with the ideas and experiences of other people, had contributed such to the respondent administrators' development orientation.

Visits to urban settings provide first-hand information on differences in the ways of living of people in cities and towns, and the ways of living of those who live in the barrios, particularly in remote areas. The backwardness and poverty in the latter could have aroused empathy in the subjects, the desire to do something to improve the quality of life of these people.

Exposure to the printed media appears to bear a moderately high relationship with development orientation. Expectedly, frequent, if not daily reading of periodicals provides opportunities to know what is happening in the world and in one's country. This exposure enriches one's experiences, and liberates and broadens his mind. It develops awareness of the need to develop individual
potentials of people, who in turn, could help develop communities, and ultimately contribute to the attainment of national development goals.

Exposure to people and face-to-face situations, calling for interaction of minds, makes interpersonal relationships contribute much to development orientations. These relationships had undoubtedly enriched the thinking and practice of development orientation. As the preceding cases show, there is need for continual interaction of the mind with one’s environment so one could see how this environment could be improved to develop people’s full potential as human beings.

d. The extent of relationship between the development orientation of the administrators and their personal and demographic profile, career pattern and social exposure indicates that only their career pattern has a significant relationship with the development orientation of the administrators, although the extent of relationship is substantial for all three variables.

This implies that the experiences of administrators as teachers, as supervisors and administrators altogether, provide them a rich and varied exposure that gives them insights into the value of change and development in people, organizations and institutions.

e. None of the places surveyed in Region IV showed any significant difference between the extent of
development orientation of the secondary and tertiary level school administrators. The average means in development orientation between the two groups, in all the places surveyed, reveal mean differences ranging only from 0.00 to 0.21 which are not significant.

Considering that the mean differences in development orientation between the two groups of administrators are all not significant, the hypothesis on the significant difference was accepted.

f. The administrators substantially exemplified their development orientation through their policies, programs and practices with all criteria indicating no significant difference at the .05 level.

Based on the results of the test for significance, it could be deduced that the administrators' policies programs and practices do not differ significantly in degree of development orientation, because of the substantial degree of exemplification for all three factors. Thus the hypothesis which states that the administrators' policies, programs and practices are not development oriented is rejected.

g. Findings on the difference in the extent of development orientation of the policies, programs and practices of the secondary and the tertiary school administrators in Region IV, indicates that the secondary and the tertiary school administrators generally
exemplify development orientation, from a moderate to an extensive degree in their policies, programs and practices.

Policies, programs and practices of both groups of administrators are all extensively exemplified in Zamboanga del Norte. In the rest of the places, however, policies, programs and practices of both groups generally exemplify their development orientation to a moderately extensive degree, except in a few instances of extensive exemplification as in the case of Dipolog City and Basilan City.

On the basis of the non-significant differences in the two groups practice of development orientation, the null hypothesis is accepted.

B. Conclusions

1. Private schools administrators in Region IX were generally middle-aged, predominantly female had earned an M.A or Ph.D. degree for their highest educational attainment, and were, on the whole, poorly compensated.

2. By and large, these administrators appeared to be committed to change, which they considered vital to development.

3. Of the variables comprising career patterns, experience as department and experience as supervisor, together, appeared to be closely related to development orientation.
4. Affiliations with professional and other organizations did not contribute substantially to the development orientation of the administrators.

5. Of the variables comprising social exposure, interpersonal channels of communication, exposure to the printed media, and exposure to the urban setting of the metropolitan areas, appeared to relate closely to development orientation.

6. Of the variables of personal and demographic profile, career pattern and social exposure, only career pattern was significantly related to development orientation. The other two, however, had substantially although not significant relationships.

7. There is no significant difference in the levels of development orientation of the secondary and the tertiary level administrators in all the places in Region IX that participated in the study.

8. The policies, programs and practices of the administrators all substantially exemplified their development orientation, hence there is no significant difference in their degree or level of development orientation.

6. Recommendations

1. Development is a top priority area of concern of the Philippine government today. Due to this emphasis,
and the felt need of making the school a catalyzing agent of development, continuing staff development programs for all private school administrators in Region IV be pursued, with emphasis on the practice of development values and continued evaluation of development orientation.

2. In the promotion of heads of departments and supervisors to administratorship, their development orientation should be given equal weight to other factors.

3. The findings of this study could be made available to the school administrators as a feedback, to inform them about factors and variables in their institutions which should be developed and improved.

4. The study stressed that development starts with the individual. The administrators of the private institutions should, in keeping with this belief, stress with teachers the concept of development of the individual student as the starting point of the development of communities, and ultimately, social and economic development of the nation.

5. The results of this study could likewise be made available to the DECS Director of Region IX, who would, in turn, disseminate these to the public schools where development orientation in social management could improve school policies and programs.
6. The findings of the study could be disseminated to all school administrators, public and private, in Region IX, as well as other regions, through a DECS bulletin, for the information and guidance of those concerned.

7. Finally, for future research, it is recommended that the following subjects be considered:
   a. The development orientation of the administrators of state colleges and universities in Luzon (the Visayas).
   b. A Comparative study of the development orientation of government and private secondary school administrators in ....
   c. The development orientation of administrators of government and private tertiary institutions: A Comparative Study.

8. Curricular offerings in teacher education could infuse learning activities that would make future teachers development oriented.