

**LEADERSHIP STYLES OF MIDDLE LEVEL MANAGERS OF SUCs
AND JOB SATISFACTION OF FACULTY: INPUT
FOR THE SELECTION OF LEADERS**

A Dissertation

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Doctor of Philosophy
Major in Educational Management

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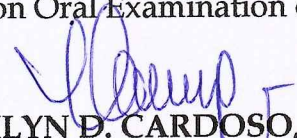
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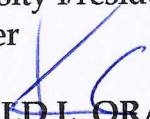
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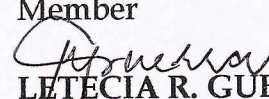
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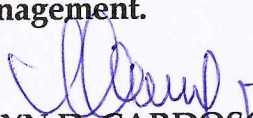

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DEDICATION

**The researcher dedicates this piece of academic work with deepest gratitude to
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To her children:

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To her loving and understanding husband :

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The Researcher

ABSTRACT

The study explored the leadership styles of middle level managers and job satisfaction of faculty members among the ten state universities and colleges in Eastern Visayas. The researcher used the descriptive-correlational design which looked into the particular leadership style (transactional or transformational) of middle levels managers as perceived by themselves and its relation to their job satisfaction using questionnaires. The middle level manager-respondents' leadership styles, as perceived by themselves in terms of being transformational or transactional, and both leadership styles were not significantly related to their age, sex, civil status, educational attainment, and years of service as middle level manager. The Faculty-respondents' perceptions regarding the middle level managers' leadership style along transformational leadership was inversely and significantly related to their age and years in service as teachers, but not with sex, civil status, and educational attainment. The faculty-respondents' perceptions regarding the middle level managers' leadership style along the transactional leadership was directly and significantly related to their educational attainment, but not with age, sex, civil status, and years of service. The claim of the two groups of respondents regarding the particular leadership styles exhibited by the middle level managers was different. The faculty-respondents were slightly satisfied with their work as teachers. The perceptions of the faculty-respondents about the leadership styles of their immediate supervisors along the transformational or transactional leadership style was that both leadership styles were significantly related to their job satisfaction.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Organizations today are facing challenges and opportunities due to advances in technology and changing economic trends in the global market. Werner (2007:38) stated that social, cultural, political, technological and global forces challenge organizations to redefine their strategies.

These changes affect various aspects of functioning of the organizations such as organizational commitment, work motivation, and job satisfaction of the employees. None of the field is left untouched by these changes. So, every organization needs to recognize that the human element and organization are synonymous.

The importance of human beings as one of the most important factors of production cannot be denied. It has also been observed that the effectiveness of an organization multiplies if the human resources, as well as the problems are properly addressed. The understanding of human behavior in a work situation such as job satisfaction and assessment of performance is very complex because personal, as well as environmental variables like the leadership style of the superior, influence the efficiency of an individual worker (Salancik, 2007:47).

What drives human beings to behave and condition themselves to remain within the organization depend on the leader. Success in achieving

organizational goals and objectives depends on the leaders of the organization and their leadership styles. By adopting the appropriate leadership styles, leaders can affect employees' job satisfaction, commitment and productivity (Voon et al., 2010:24). Employees enter the organization with the organization through the leadership of the supervisors, is perceived as facilitating these ends ; is where job satisfaction is likely to increase (Steers, 2007:66-71).

It is argued that effective leadership has a positive influence on the performance of organizations (Charlton, 2000). Ultimately, it is the performance of many individuals that culminates in the performance of the organization or in the achievement of organizational goals. Effective leadership is instrumental in ensuring organizational performance.

On the other hand, if the leader is perceived as failing to provide sufficient opportunities along with these lines, job satisfaction is likely to diminish. Organizations, which intend to bring or maintain the motivational culture, have to concentrate more on employee's commitment behavior because having committed and satisfied employees is the biggest asset for any organization.

In the Philippines, educational organizations are one of the most important organizations of the country as they oversee issues on the national agenda. Their effective functioning depends firmly on its coordination in the direction of societal expectation. The responsibility of meeting these expectations lies with the educational institutions like schools, colleges, and universities.

ASEAN economic integration poses big challenge to the Philippine Higher Education Institutions (HEIs). In an article published in May 2010, both UP President Alfredo Pascual and Ateneo de Manila University (AdMU) President Fr. Jose Ramon Villarin saw how poorly the country is performing compared to other ASEAN countries in the creation of new knowledge. Of the 656 public HEIs and the 1,643 private colleges around the country, the Philippines only produce 600 research papers while in Singapore, one university alone produces thousands. Philippine Higher Education Institutions (HEIs) are moving at a snail's pace toward internationalization and these challenges go back to the lack of support systems in HEIs.

If one desires to transform the educational system on healthy and ideal lines, then it is of utmost importance that the teaching community be well-satisfied and committed to their organization (Aswathappa, 2010:135). The dissatisfaction among the employees is undesirable and dangerous in the teaching profession. A dissatisfied teacher always spells disaster to the country's future.

To think of schools without middle level managers is impossible since they are the ones who lead the organization to attain its goals and objectives. The rise and fall of an educational institution depends heavily upon the effectiveness of its leadership. The failure of the leader to develop effective leadership may lead not only to their unhappiness, demoralization and insecurity, but also to the breakdown of teachers' morale, and will eventually

affect adversely the attainment of educational goals. Top level management must go through careful selection of leaders who will be instrumental in the attainment of the organizational goals.

According to Bohlander and Snell (2004:75), the most crucial step in the selection process is making the decision on whom to hire. In the hiring process, the head must establish goals, identify constraints, evaluate candidates on the basis of speculations for the future, and make a selection of the candidate he / she feels best to fit his / her school.

Carney (2006:279) asserted that "Effective recruitment and selection of school administrators continues to be one of the more challenging human resource administration functions in educational organizations. This challenge is due, in part, to the inexact 'science' of attracting, screening and identifying quality candidates to fit the complex leadership needs of the schools today.

In conclusion, while several researchers claimed that leadership styles influence job satisfaction, it is very interesting to note, for contradicting ideas, that in a local study conducted by Evano (2005), leadership style was not found a significant factor affecting employees' morale. Thus, it failed to prove that leadership styles influence employees' morale, and that is for specific perspective, the employees' job satisfaction.

It is in this light that the researcher, who is a faculty member for about 15 years and had undergone several teaching responsibilities under the supervision

of educational managers having different leadership styles, would like to investigate. Hence, this study was conducted.

Statement of the Problem

This study explored the leadership styles of middle level managers and the job satisfaction of faculty of state universities and colleges in Region VIII as input for the selection of leaders.

Specifically, this study sought answers to the following questions:

1. What is the profile of the faculty-respondents in terms of:

1.1 age and sex;

1.2 civil status;

1.3 educational attainment; and

1.4 length of service?

2. What is the profile of the middle level manager-respondents in terms of:

2.1 age and sex;

2.2 civil status;

2.3 educational attainment; and

2.4 number of years in service as middle level manager?

3. What selection process has been adopted by state universities and colleges for the middle level managers?

4. What are the leadership styles of middle level manager-respondents as perceived by themselves and by the faculty-respondents?

5. Is there a significant relationship between the leadership style of middle level manager-respondents as perceived by themselves and their profile variates and as perceived by faculty-respondents and their profile variates?
6. Is there a significant difference in the perceived leadership styles between the middle level manager-respondents and the faculty-respondents?
7. What is the level of job satisfaction of the faculty-respondents according to the leadership style of the middle level manager-respondents?
8. Is there a significant relationship between the level of faculty-respondents' job satisfaction and leadership styles?
9. What input for the selection of leaders may be derived from the findings of this study?

Hypotheses

There are three major hypotheses of this study:

1. There is no significant relationship between the leadership styles of the middle level manager-respondents as perceived by themselves and their profile variates and as perceived by the faculty and their profile variates.
2. There is no significant difference in the perceived leadership styles between the middle level manager-respondents and the faculty respondents.
3. There is no significant relationship between the level of faculty-respondents' job satisfaction and leadership styles.

Theoretical Framework

The study was anchored on four leadership theories, namely: the Trait Theory of Leadership; the Behavior Approach Theory on Leaders; the Contingency Theory; and the Situational Leadership Theory.

According to the Trait Theory of Leadership by Allport (2004:234) leadership is something that is born within a person. The theory explains that leaders have certain innate traits that enable them to lead. Such traits are referred to as repetitive patterns in a person's behavior. These traits include adaptability to situations, alertness to social environment, assertiveness, cooperativeness, decisiveness, dependability, dominance (desire to influence others), being energetic (high creativity level), persistence, self-confidence, tolerance to stress, and willingness to assume responsibilities. Moreover, this theory asserts that leaders are fundamentally different from followers due to some uncommon leadership traits they possess. The theory points out that leaders are born with natural talent and that is great leadership. This trait theory shares the same idea with "great person theory" which indicates that leaders normally have extraordinary ambition, clear and articulate vision, and a winning personality that draws people to them. These leaders possess certain traits to a greater extent than do non-leaders.

The Behavioral Approach Theory on Leaders by Flieshman (2011:7-52) focuses on what leaders do rather than what traits they possess. Researchers categorize the leaders' behaviors into two attributes: consideration (C) and

initiating structure (IS). Consideration consists of behaviors that show concern for people, their needs, and their relationships with others. Initiating structure constitutes concern for organizing and accomplishing tasks. Note that the two attributes are uncorrelated, therefore, one leader can demonstrate both consideration and initiating structure behaviors, one or the other.

The Contingency Theory of Fiedler (2011:167) contends that there is no one best way of leadership and that one leadership style which is effective in some situations may not be successful in others. In other words, the optimal leadership is contingent upon various external and internal constraints, including the size of organizations, their environments, differences among resources, employees and strategies.

The Situational Leadership Theory of Hersey and Blanchard (1987:460-461), talks of leadership theory that tries to explain the leaders' style, behavior or effectiveness by understanding how aspects of the situation shape leaders' behaviors. The theory presumes that different leadership styles should be applied in different situations, and that leaders must be flexible enough to adapt their style to the situation they are in. A good situational leader is one who can quickly change leadership styles as the situation changes.

Thus, combining these above - mentioned theories, leaders are expected to have innate traits in leadership, engage into action more than traits, and change leadership styles as the situation changes.

Conceptual Framework

The schematic diagram represented by Figure 1 refers to the conceptual framework of the study.

The box at the bottom of the figure represents the respondents (middle level managers and faculty) and the research environment of the study - State Universities and Colleges in Region VIII.

The said box is connected upward by an arrow to a bigger frame which encloses two boxes representing the research variables - profile of middle level manager-respondents (age, sex, civil status, educational attainment, and years of service as middle level manager) and profile of faculty-respondents (age, sex, civil status, educational attainment, and years in service). Integrated within the box for profile of faculty-respondents are the perceived leadership styles - transformational and transactional - of middle level managers and their job satisfaction. Also, integrated within the box for middle level manager-respondents are their perceived leadership styles - transformational and transactional.

The box representing leadership styles and the profile variates of middle level manager-respondents contains a double-headed arrow implying the correlation between the two variables: The faculty-respondents and their job satisfaction which are again joined by a double-headed arrow indicating the correlation between the above mentioned variables.

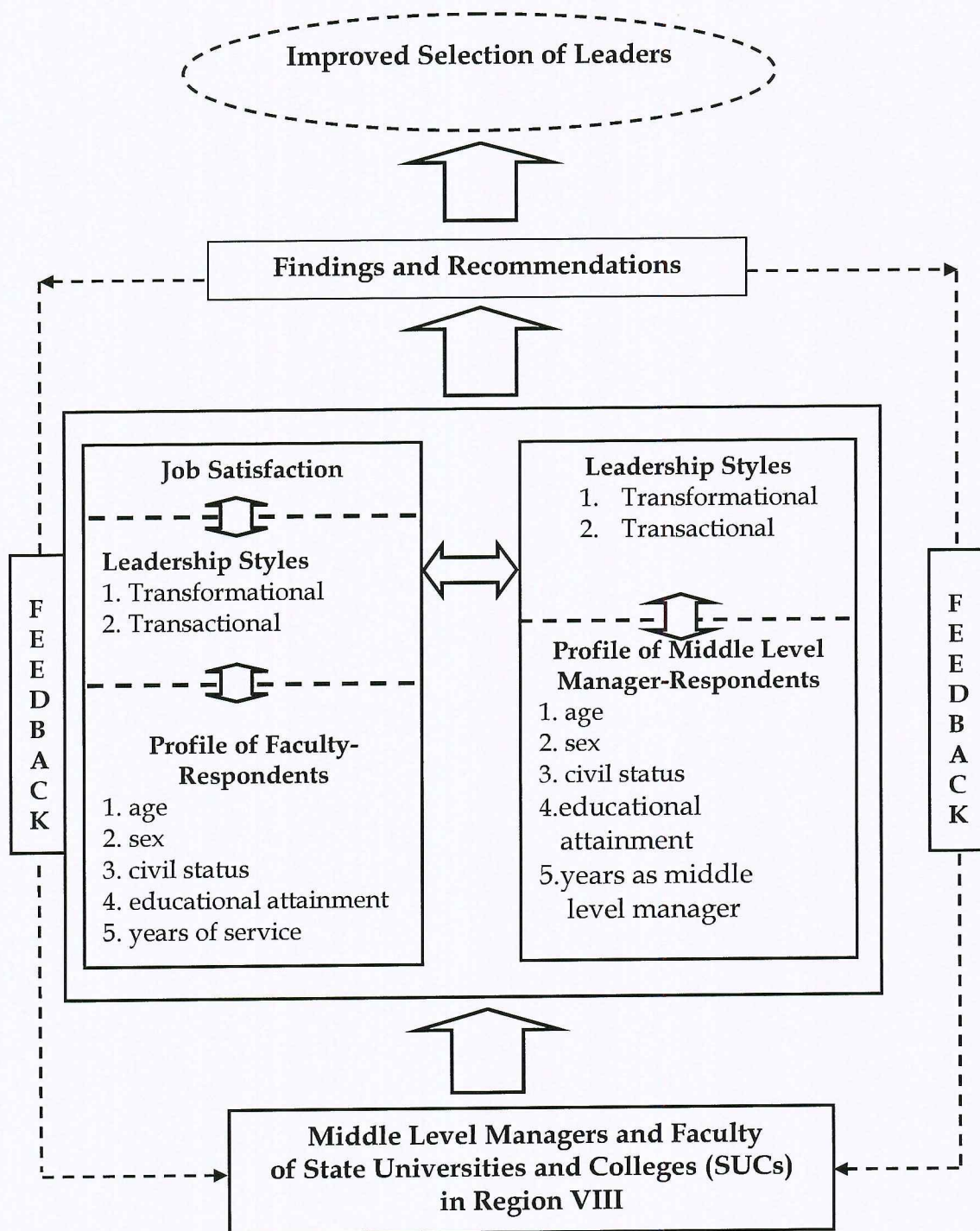


Figure 1. The Conceptual Framework of the Study

Similarly, the box representing the leadership styles and profile variates of faculty-respondents are joined by a double-headed arrow implying correlation analysis was performed between the two mentioned variables. Further, the box representing the leadership styles as perceived by middle level manager-respondents contains a double-headed arrow implying the correlation between the two variables.

Similarly, the box representing the leadership styles and the profile variates of faculty-respondents are joined by a double-headed arrow implying that a correlation analysis was performed between the two mentioned variables. Further, the box representing the leadership styles as perceived by faculty-respondents and their job satisfaction are again joined by a double-headed arrow indicating the correlation between the above-mentioned variables.

Finally, the large frame is then connected upward to another smaller box representing the findings and recommendations of the study. This smaller box is connected downward to the base frame serving as its feedback mechanism and in turn connected upward to the top-most box representing the end goal of the study. It is hoped that results and findings of the study will serve as input in the selection of leaders, most specifically, the middle level managers.

Significance of the Study

This study would be of significance to the following stakeholders in education:

Top Level Managers. The findings of this study would provide significant information on the selection and identification of the quality candidates for middle-level manager position that best fit the complex leadership needs of schools today.

Middle Level Managers. The findings of this study would provide significant implications for the leadership of middle level managers as they supervise the teachers under them. By identifying the relationship between leader behavior and job satisfaction of their faculty, smoother implementation of teacher performance can be improved fostering a collaborative climate that is imperative for true school success toward excellence.

Teachers. It is hoped that the findings of the study would change teachers' perception about their superiors' supervision practices without compromising the learning outcomes of their clientele which is the ultimate role of teachers.

Educational Planners. It is hoped that the findings of the study would create a potential impact on leadership of middle level managers that would result to the success of the college or organization which would enhance productiveness among teachers and increase academic achievements among its students.

Policy Makers. Findings of this study would provide the basis to revisit the existing selection practices and revise these practices based on the criteria that clearly demonstrate fair and unbiased decisions that will establish

cooperative effort between school administrators and employees in the pursuit of institutional goals and organizational effectiveness.

Future Researchers. The results of the study would stimulate the continued investigation of the effective leadership behaviors that promote job satisfaction among subordinates.

Scope and Delimitation

The study focused on identifying the leadership styles of middle - level managers of State Colleges and Universities (SUCs) in Eastern Visayas on two major types, namely: 1) transformational leadership style; and 2) transactional leadership style and determining the level of satisfaction among the faculty. The analysis required the profile of the middle level managers - respondents as to age and sex, civil status, educational attainment, and years as middle-level manager; and the profile of faculty-respondents as to age and sex, civil status, educational attainment, and length of service. It attempted to draw a correlation between the leadership styles of the middle-level managers and the job satisfaction of faculty as input in the selection of leaders.

This study covered nine State Colleges and Universities (SUCs) in Eastern Visayas Region, namely: 1) Samar State University (SSU) in Catbalogan City; 2) University of Eastern Philippines (UEP) in Catarman, Northern Samar; 3) Eastern Samar State University (ESSU) in Borongan, Eastern Samar; 4) Leyte Normal University (LNU) in Tacloban City; 5) Eastern Visayas State University (EVSU) in

Tacloban City; 6) Palompon Institute of Technology (PIT) in Palompon, Leyte; 7) Visayas State University (VSU) in Baybay, Leyte; 8) Naval State University (NSU) in Naval, Biliran, and 9) Southern Leyte State University (SLSU) in Sogod, Southern Leyte. Locations of these nine State Colleges and Universities (SUCs) are found in Figure 2.

The total number corresponding to the two groups of respondents from nine SUCs was recorded at 55 for the middle level manager - respondents and 345 for the faculty-respondents. However, some constraints were met in the process of administering and retrieval of the questionnaires. The researcher was only able to gather 48 out of 55 middle level manager - respondents or 87.27% and 323 out of 345 faculty-respondents or 93.62 %.

The number of target respondents per group was not achieved one hundred percent owing to the heavy load posed as a common excuse from the full-time teaching faculty like the researcher.

The study was conducted during SY 2014 - 2015.

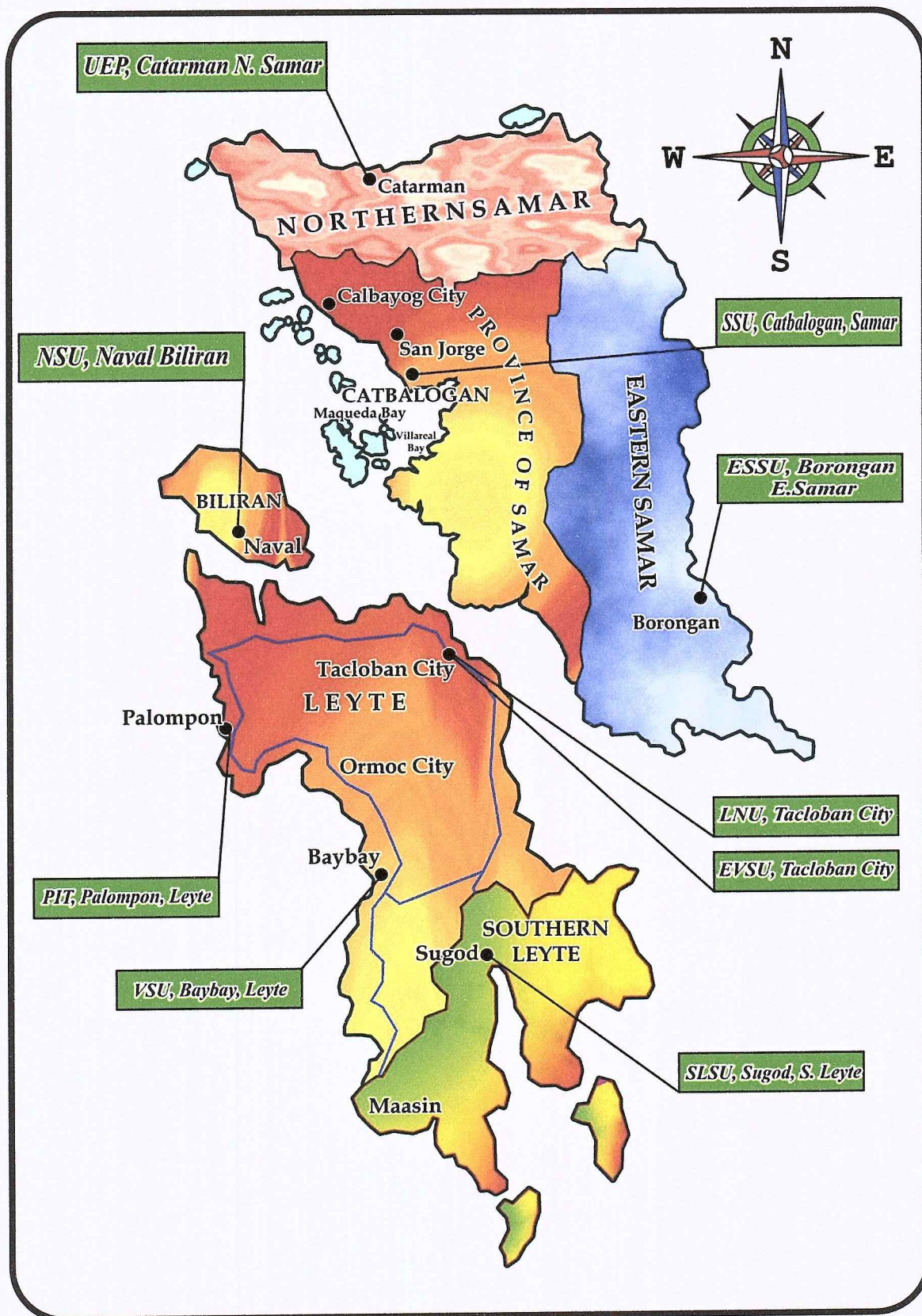


Figure 2. Map of Eastern Visayas Showing the Locations of the Respondent-SUCs

Definition of Terms

For better understanding of some terms used in this study, the following terms are hereunder conceptually and operationally defined:

Faculty. Conceptually, this term refers to members of the academic staff of a university or college. They may be teachers, lecturers, and/or researchers. In some universities, the distinction between 'academic faculty' and 'administrative faculty' is made explicit by the former being contracted for nine months per year, meaning, that they can devote their time to research (and possibly be absent from the campus) during the summer months, while the latter being contracted for twelve months per year. (Merriam- Webster Dictionary, 2010). As used in this study, this term refers to the teachers, as members of the academic faculty, in the university who are under a direct supervision by a dean of their respective college.

Job Satisfaction. It refers to the favorableness or unfavorableness with which employees view their work. The term expresses the amount of agreement between one's expectations of the job and the reward that the job provides (Davis, 1982:2). In this study, it refers to the scores or qualitative equivalent obtained from the job satisfaction questionnaire used in this study.

Leadership. It refers to the behavior of an individual that results in non-coercive influence when that person is directing and coordinating the activities of a group toward the accomplishment of a shared goal (Rowden, 2000:31). The

same meaning is adopted in this study, specifically referring to the middle level managers who are the academic deans and / or their associates.

Leadership Style. Good (1993: 103) defined leadership styles as patterns of behaviors favored by leaders during the process of directing and influencing people. As used in this study, it refers to the scale scores on five transformational and four transactional factors to be obtained from the questionnaire.

Middle Level Manager. This term refers to an employee of an organization or business who manages at least one subordinate level managers, and reports to higher level managers within the organization (www.businessdictionary.com.ph). As used in the study, this refers to the academic deans and associate deans of the different colleges among state colleges and universities in Region VIII.

Subordinates. They are the persons of inferior importance or rank under another's control or order (Merriam - Webster Dictionary, 2010). As used in the study, they are the faculty-respondents.

Transactional Leadership. It refers to a bureaucratic authority and legitimacy within the organization which emphasizes work standards, assignments, task-oriented goals and also tends to focus on task completion and employee compliance, and relies quite heavily on organizational rewards and punishments to influence employee performance (Burns, 2006:124). As used in the study, it is a type of leadership exhibited by middle level managers that

focuses on the role of supervision, organization and group performance as identified by the research instrument.

Transformational Leadership. It is a type of leadership that motivates followers by appealing to higher ideals and moral values where the leader is able to define and articulate a vision for their organizations, and the followers must accept the credibility of the leader (Burns, 2006:124). As used in this study, it is a type of leadership where middle level managers possess excellent visioning, rhetorical, and emotion management skills which are used to build close emotional bonds with subordinates.

Upper Level Managers. Conceptually, this term refers to individuals who play a major role in the mobilization both the inside and the outside resources of the organization. They are accountable to the stakeholders, general public and responsible for framing policies for the organization. Moreover, they are leaders of the organization responsible for controlling and overseeing the entire organization. Rather than direct the day-to-day activities of the organization, they develop goals, strategic plans and company policies, as well as make decisions about the direction of the organization (Daft, 1987:355). As used in the study, this term refers to the university presidents, vice presidents and board of directors of the SUCs whose main concerns are administrative functions that affect all aspects of the organization.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

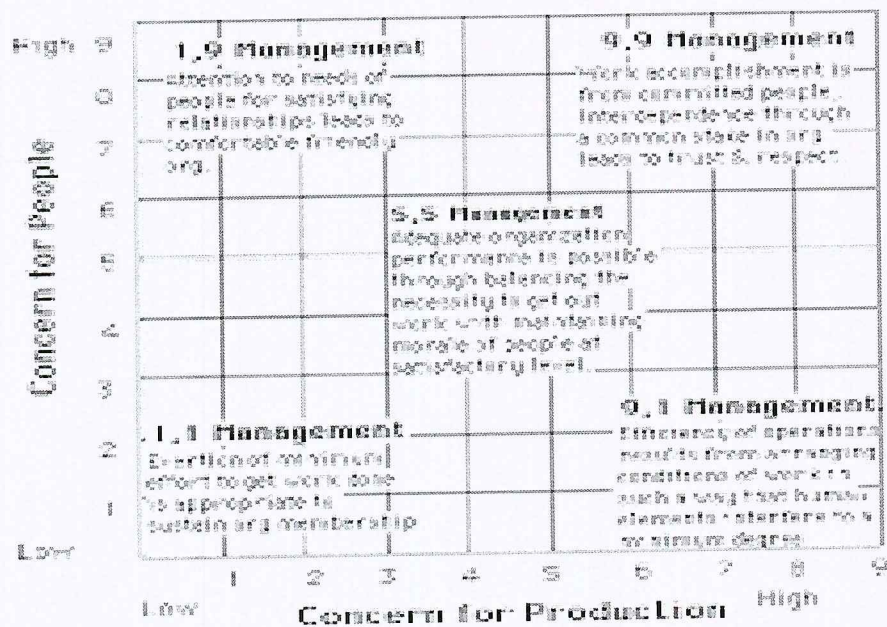
This chapter presents concepts and ideas regarding the research problem reviewed from different sources in order to develop and enrich the present study.

Related Literature

It was noted in the past that the organization seemed to be concerned only with production and the efficient management of material resources. The employee was considered only as significant as the inanimate factor of production. However, Mayo changed this view using his experiment of the Hawthorne Plant. From a mere "cog in the wheel" the worker was brought to the fore and accorded a status of importance. One of the conclusions arrived at through the Hawthorne experiment was that employee's performance was related to supervisory and leadership styles. Since then, management specialists have tried to describe differing managerial styles, attempting at the same time to develop systems that would be helpful in determining which styles brought about optimum production (Medina, 2010: 164).

Blake and Mouton's "managerial grid" views leadership as a resultant of two concerns: concern for people and concern for production. Concern for people is expressed in the concern for the degree of personal commitment,

accountability based on trust rather than obedience, self-esteem or personal worth, provision for good working condition, social relations, and others. Concern for production, on the other hand, may be seen in the quality of policy decisions, number of creative ideas that result in increased production, improved processes and procedures, better quality of staff services, and others. The two concerns are arrayed into a grid expressed in a graph.



Managerial Grid from R. Blake and J. Mouton, "Managerial Grids", *Advanced Management Journal*, July 1966, 31

Using the Blake and Mouton's Managerial Grid and Likert's System 4, the following are the styles: Style 1.1 management, is Impoverished Management which is described as low concern for people and low concern for task or production. This style is sometimes called laissez-faire management because the leader abdicates his or her leadership role. Style 1.9 management is Country Club Management—high concern for employees, but low concern for production.

Style 9.1 management is Task or Authoritarian Management—high concern for production and efficiency, but low concern for employees. Style 5.5 is Middle-of-the-Road-Management which is described as an intermediate amount of concern for both production and employee satisfaction. Style 9.9 management is a Team or Democratic Management—a high concern for both production and employee morale and satisfaction.

Blake and Mouton argue strongly that the 9.9 management style is the most effective type of leadership behavior. They believe this approach will, in almost all situations, result in improved performance, low absenteeism and turnover, and high employee satisfaction (Stoner and Wankel, 1997).

Over the years, leadership styles have been studied extensively in various contexts and with various theoretical foundations. While leaders have been traditionally seen in many cultures as those who have been advantaged by their heritage, current theorists and researchers view leadership as learned behaviors (Bernard, 2006).

As leadership research has grown and expanded, an even broader focus has emerged which encompasses organizational culture (Ouchi, 2006:110). For leaders to be effective, according to this view, issues related to the culture must be clearly identified. One such cultural issue that is relevant to studies of leadership is the concept of change. Leaders must be able to adapt to change, i.e., shift to other more appropriate behaviors as the environment shifts and develops. Organizations that have tried to resist change in the external

environment (e.g. new technology, mergers and acquisitions, global competition, environmental concerns, unstable economy) have experienced more difficulties than organizations that have responded positively to change.

Leaders must also be able to successfully manage the internal environments of the areas they oversee through regulation of such features as budgeting, project management, labor cost, recruitment and retention, policies and procedures, and federal and state regulations (Owens, 2007:5). Over the past decade, culture has become a common term used when thinking about and describing an organization's internal world, a way of differentiating one organization's personality from another. In fact, many researchers contend that an organization's culture socializes people and that leadership styles are an integral part of the organization's culture.

One approach that leaders use to manage all aspects of their environment (internal and external) is culture management. Culture management requires that leaders know and understand what the organization's culture is, and to modify that culture to meet the needs of the organization as it progresses.

The job of the leader began in the 1890s when a proposed plan to improve schools by adding professional leadership and assigned individuals to become principals (Cawthon, 2006:1-4). Principals emulated the top-down hierarchical management style of the business sector. They viewed themselves as managers of a school and their decisions focused on budget, building, supplies, and schedules. They expected teachers to teach the curriculum. Administrators

strived to be proper, serious, impersonal, and detached. The organizational boundaries were tightly controlled and communication was formal, controlled, unidirectional, and from the top. Superintendents strictly controlled the governance of schools from a central position. Principals were guided by central policy.

A distinction between managers and leaders was made by Synder (2004:235) where it said that a manager, as his title suggested, is a person who manages other human beings and makes his living at it. The professional managing of men is an ancient and respectable form of human activity with a history that reaches back to the Mesopotamian Neolithic era. A manager is distinct from a leader: the manager's word is backed by force; the leaders by the willingness of persons to follow.

A manager is defined in the literature as one who manages the affairs of the organization, but does not lead the organizational group toward a common vision or goal. Managers plan, coordinate, and monitor, which are all part of being a school leader; however, managers do not inspire, guide, and persuade. The major difference between managers and leaders is that managers are concerned with directing and leaders are concerned with influencing (Marshall, 2004:262-273).

While Wolcott (2004) emphasizes that managers are not leaders and vice versa, the two concepts of leadership and management are not independent of each other, but instead are interrelated. Schein (2002:27) suggests the need for

strong leadership and strong management if the organization is to be healthy. Strong leadership and weak management may create chaos, while strong management and weak leadership may develop a change-resistant organization that eventually becomes dysfunctional.

Today's school heads have evolved from the manager in the 1950s to the instructional leader of the 1980s to the transformational leader in the 1990s.

The shifts from manager to leader to instructional leader to transformational leader gave school heads new expectations. With each shift came a need for different skills in order to be successful in leading an effective school. Instructional leadership focused on the principals' attention on improving technical instructional activities by close monitoring of the teachers' and the students' classroom works (Duke, 2005).

School heads and middle level managers were developing more uniform approaches to teaching and tightening supervisory practices. McEwan (2008) described the instructional leader as comprised of the traditional management leadership with an added human component. Traditional managers were interested in planning, time management, leadership theory, and organizational development. The human component consisted of communicating, motivating, and facilitating roles of the school head.

The concept of leadership started from the theory of "Great man" (Rahim, 2014: 41-50). The great man theory states that leaders are always born and cannot be made. They have inborn qualities to become leaders that cannot be learnt. The

word “man” was used because initially men were the only ones thought to be leaders. Early research on leadership focused on leadership traits which state that if anybody has traits such as adaptive, ambitious, achievement-oriented, assertive, decisive, energetic, etc., then, he is a leader or prospective leader. After that, leadership theories focused on leaders’ behaviors they showed in the past. Their behavioral patterns were studied so that other people could be provided training to act like leaders (Robbins and Coutler, 2009). The next view about leadership came in the form of situational theory. According to this theory, leaders should analyze the situation and adopt his behavior according to the situational variables to improve leadership effectiveness. Important situational variables include characteristics of the followers, characteristics of the work environment and followers’ tasks, and external environment. Situational theory was sometimes also called as contingency theory (Daft, 2005). Modern literatures on leadership generally takes into consideration two main styles of leadership and these are transformational and transactional leadership styles.

The transformational leader of the 2000s posits that employees are leaders themselves and that leadership attributes need to be nurtured and encouraged by the leader (Johnson, 2006:215). The leader needs to create an environment that will satisfy the psychological needs of the employees, foster self-actualization, and allow autonomy. As a result of this approach, new leaders emerge.

Blasé and Anderson (2005) suggest that facilitative leadership increases the opportunity for involvement in leadership and power sharing. Sharing

power by empowering others means increasing power for themselves and others. Sergiovanni (2005) suggests that the focus of transformational leadership is to motivate employees to a higher level of efficiency and commitment. Transformational leadership encourages potential by increasing expectations and fulfilling higher order needs.

On the other hand, transactional leadership is usually observed when a certain type of exchange relationship is formed between leaders and followers for their respective needs (Hughes, 2008). He explains that transactional leadership is very common, but tends to be transitory, in that there may be no enduring purpose to hold parties together once a transaction is made. While transformational leaders develop and grow followers' leadership capabilities by listening to their individual needs, empowering them, and matching their goals and objectives with an organizational vision, transactional leaders tend to lead through social exchange (e.g. financial rewards, subsidies for campaign contributions, and jobs for vote).

Comparing transactional leadership to transformational leadership, Bass and Riggio (2006:73) argue that transactional leaders can supply solutions for immediate needs perceived by their followers. There is immediate satisfaction with such leadership but not necessarily long-term positive effectiveness in coping with the stressful conditions. What may be necessary are transformational leaders who evoke higher level needs, such as for the common good, and who move followers into a fully vigilant search for long-term readiness.

Transactional leadership implies that the leader and members are satisfied with the status quo, and the leader's function is to motivate the members to attain the established goals. Geist and Pastore (2011:202) also stated that transactional leadership is displayed by assuming stable organizational environments and a satisfactorily agreed match between organizational goals and subordinates preferences. They also explained that as transactional leadership focuses on a commitment to implementing mutually agreed rules between leaders and followers, transactional leaders' interests stay on maintaining current organizational stability rather than bringing change. Although transactional leadership is necessary, a different kind of leadership is required if organizational change is pursued. This is why researchers have emphasized the importance of transformational leadership in changing situations and the distinction between transactional and transformational leadership should be made.

Spector (2007:36) states that job satisfaction refers to the extent to which a person likes his job. He argues that the research on the antecedents and consequences of this important employee attitude (i.e. job satisfaction) has been one of the main topics of organizational behavior studies. He further finds that the antecedents include how people are treated, the nature of job tasks, relations with other people in the workplace, and rewards.

One of the examples of how people are treated is clearly related to leadership as found by Judge and Piccolo (2004:760) that both transformational

leadership and a contingent reward dimension of transactional leadership show a strong positive relationship with employee job satisfaction. As far as potential effects of job satisfaction is concerned, researchers show that job satisfaction affects job performance, and turnover intention, although causal relationships are not established.

Further, Waldman (2007:185) informs that employees who work for transformational leaders are more satisfied with their performance appraisals than those whose leaders exhibited transactional leadership behaviors. Affirming their findings, Seltzer and Bass (1990) report that subordinates perceived transformational leaders as more effective than transactional leaders.

Further, Baron (2005) shares the findings in his research that organizations that have tried to proactively exploit new opportunities in the environment experience successful cultural change. Additionally, Baron informs that the rise of the professional manager over the past several decades suggests that possessing a variety of strong management and leadership skills is high on the agenda for effective culture management. Essentially, additional skills are needed in today's leaders so that they will be able to manage the organization's culture.

King's (2009) in her study on "Extraordinary Leadership in Education" shows a greater level of job satisfaction and effectiveness in school settings where transformational leadership is practiced. She has examined linkages between 208

Louisiana teachers and their perceptions of the leadership found within the K-12 and higher educational institutions with which they were affiliated.

Dunton (2010), in his study on "Selection Criteria Used by High School Principals in Virginia When Hiring Teachers" has aimed to determine what high school principals look for when hiring career and technical teachers, the relative importance of those criteria, and whether certain factors (such as school district size, community size, and years of experience as a principal) affect their opinions toward the selection process. Surveys among 160 principals where 146 responded, yielded a response rate of 91%. A series of two - group t-tests and standard regression analyses were used to answer the research questions. The most desired hiring criteria cited by principals (in the order of importance) were enthusiasm, an applicant's ability to communicate effectively, an applicant who is student-centered, an applicant's beliefs on classroom management, and his / her knowledge of a variety of teaching strategies.

Related Studies

The following similar studies were reviewed by the researcher to supplement the study.

The study of Smith (2014) on "A School Principals' Perceptions Regarding Personal Qualities and Pedagogical Qualifications Affecting Teacher Candidate Selection" examined the procedures used and the perceptions of a principal as to the personal qualities and pedagogical qualifications affecting the selection of

teacher candidates. The approach examined one principal's procedures used to choose which candidates to interview, the process she used to conduct the interviews, the professional attributes that she felt exemplified effective teachers, the personal attributes that she felt exemplified effective teachers, and the key factors in the choosing which candidate to recommend. Salient findings of the study were as follow: 1) Teachers need to be vigilant in looking for excellent teachers to recommend to the principal for hire; Teachers can make an impact on the quality of the teachers being hired at their school by making favorable references to their building principal; 2) Superintendents and school boards need to hire principals who can carefully screen teachers and hire the best candidates for their schools; 3) Prospective teachers applying for teaching positions need to complete their degree, take and pass the tests required to become "highly-qualified" and develop a relationship with principals and teachers at the school and school system where they are applying; 4) A principal needs to be vigilant in looking for prospective teachers that are "highly-qualified" and fit well in his/her school; and 5) The principal in the study was not formally trained in hiring practices; she aligned her process with the principal at the school where she worked as an assistant principal. More training needs to be offered either by universities or school systems to principals in the hiring process.

Both studies delved on the selection process and looked into the good qualities/characteristics of teacher - applicants. The two studies differed on target respondents. In the previous study, the teachers were subjected to the

criterion on the selection process while middle level managers were the target-respondents for the selection process in the present study.

The study of Shortridge (2014) entitled, "Principals' Leadership Styles and the Impact on Teachers' Effectiveness", found that there are two types of leadership styles of school administrators, namely supportive leadership and participative leadership styles which significantly affect teacher effectiveness. In addition, both leadership styles have jointly predicted teacher effectiveness at 56.80 percent at the significant level as 0.01.

The previous and the present study are related because they both utilized their respondents' profile as their variables. However, they differed in some instances, such as the previous study undertook supportive leadership style and participative leadership style while the present study utilized the transformational, and the transactional leadership styles.

The study of Madiha (2014) entitled, "Conflict Management Styles: A Study of Organizational Politics Among Professionals" Madiha found that the conflict management styles that are frequently used by the professionals working at various organizational hierarchies reduce the conflicts to save the organizational environment. Moreover, gender differences in using different conflict management styles were explored. Other findings revealed that the teachers mostly used the avoiding conflict management style. Moreover, professors and associate professors used compromising conflict management style.

The previous and the present study are closely related in the sense that both dealt with management styles in the school. However, they differed in the use of other variables. The previous study dealt with conflict management styles, while the present study dealt with leadership styles. Moreover, the previous study utilized school improvement, school effectiveness, dynamics of change, the nature of educational reform and educational evaluation correlated with management styles while the present study utilized another variable, the variable on job satisfaction.

The study of Alfadala (2014) entitled, "School Leadership within Education for a New Era Reform in Qatar: Four Portraits", found that success is certain if the application of the leadership styles, principles and methods is properly and fully applied in school management because quality educational leadership tradition offers great opportunity to further refine educational leadership and management policies and practices by accepting and utilizing the basic principles and styles of educational leadership.

The study of Alfadala is related to the present study because they both deal with school leadership. However, they differed in the locale of the study. The previous was conducted in the University of Qatar, United Arab Emirates, while the present study was conducted among nine universities in Eastern Visayas, Philippines.

Wilkey (2013) conducted a study on “A Research into the Characteristics of Effective High School Principals: A Case Study of Leadership Practices Used in the High School Setting”. The study examined the key leadership characteristics of principals. The study was a qualitative exploratory case with an inductive approach using interviews and observations of two successful high school principals and interviews of 10 faculty and staff members. Several themes emerged that identified common characteristics and behaviors of successful high school leaders. Conclusions from the study proved that successful high school principals established relationships of trust, collaborated effectively with all stakeholders to develop a school vision with high expectations for all, positively shaped and sustained a warm school culture, selected and developed people within the organization, and reached out to all involved to make the most of the resources available to build academic achievement for students. The findings also supported the notion that a visible principal who is highly involved in the development of the curriculum and the instructional environment, and who stays current with the instructional ideas of the day will have a positive impact on student learning. Also of note was the notion that high school principals who embrace change and are willing to develop and share leadership will make a positive difference in the lives of young people.

Both studies aimed to determine essential characteristics of a leader. While the present study used the Multifactor Leadership Questionnaire (MLQ -

short form) as the primary data gathering instrument, the study of Wilkey used interviews and observations.

The study of Boucher (2013) entitled, "The Relationship of Principal Conflict Management Style and School Climate" revealed that there was no significant relationship between the principal conflict management style and school climate indicators. The interviews extended the understanding of the principal conflict management practices. Principals linked trust, listening, addressing conflict issues promptly and directly, and self-knowledge to effective conflict management practices.

The previous study has been cited in the present study in the sense that they both utilized the management styles of their school administrators as part of the variables. However, they differed in the nature of the respondents. The previous study was conducted among the school administrators in the Basic Education Level while the present study involved the school administrators in the Higher Education Institutions (HEIs).

Boonla (2013) conducted a study entitled, "The Relationship Between the Leadership Style and School Effectiveness in School under the Office of Secondary Education". Her overall finding of leadership style was at high level considering each aspect found that supportive leadership style had the highest mean score. The lowest mean score was the aspect of reward and punishment leadership style. The overall school effectiveness was at high level considering

each aspect which found out that the teachers' satisfaction had the highest mean score, whereas, the lowest one was learning achievement. Moreover, the relationship between leadership style and school effectiveness of schools under the Office of Secondary Educational Service Area found out that there was a positive relationship at medium level. The five leadership styles had an ability to predict the school effectiveness at 69.9 percent.

The two studies are related in the sense that both utilized correlation coefficient to determine the relationship of the leadership styles. However, they differed in the utilization of the respondents: the previous study utilized the secondary school principals, while the present study utilized the middle-level managers of the universities.

The study of Guy (2012) entitled, "The Situational Leadership Styles of the Lady Administrators and the Performance of their Subordinates in Public Elementary Schools in the First District of Northern Samar" revealed that the situational leadership styles of the lady administrators influenced the performance of the teachers.

The study of Guy is related to the present study because both aimed to determine the managerial or leadership style of the school heads. However, they differed on the respondents of the study and the locale of which the study was conducted.

Fultz (2011) made an investigation entitled, "Principal Influence on School Climate: A Networked Leadership Approach". The study explored the amalgamated influence of instruction, collaboration and parental involvement on the teachers' perceptions of school climate through a newly conceptualized networked leadership model. Within such a model, how the principal instructionally leads, collaborates, and secures parental involvement to leverage gains in a positive school climate guided the study. The findings revealed that the principal's engagement in this networked approach to leadership had a significantly positive influence on student academic success. Likewise, when the principal's focus on instruction is entered into the model alone, it was positively correlated with the teachers' perceptions of school climate. The principal's influence on collaboration and parental involvement did not display significant correlations with the teachers' perceptions of school climate.

The study of Fultz bears similarity to the present study in terms of the variable of leadership being the focus of the two studies. The difference of the two studies lies on the other variables involved like management skills of principals which is not part of this study. The two studies also differed in terms of the respondents involved.

Another study was conducted by Burkham (2010) entitled, "The Relationship of Emotional Intelligence and Transformational Leadership Behavior of Extension Service Mid-Managers". The purpose of the study was to examine the relationship between emotional intelligence and leadership styles

among Texas AgriLife Extension Service mid-managers. A web based three part instrument was administered to participants. A *t*-test for independent samples was performed to assess whether the mean emotional intelligence (EI) subscales scores for the high transformational leadership group differed significantly from the low transformational leadership group. Six emotional intelligence (EI) constructs were statistically significant in relation to transformational leadership behavior. The six were: optimism, happiness, empathy, interpersonal relationships, self-regard, and stress tolerance. A *t*-test for independent samples was also performed to assess whether the mean emotional intelligence (EI) subscales scores for the high transactional leadership group differed significantly from the low transactional leadership group. Social responsibility was the only one emotional intelligence (EI) construct that was statistically significant in relation to transactional leadership behavior. The findings from this study indicated that leaders could develop and strengthen emotional intelligence, and in doing so, could more likely exhibit the use of transformational leadership behaviors.

The above study is similar to the present study since it delved also on transformational leadership. Unlike the present study, the previous study did not include transactional leadership as another variable. Further, the difference lies also in the inclusion of emotional intelligence in the above study which was not considered in the present study.

The study entitled, “The Influence of Leadership Styles on Employees’ Job Satisfaction in Public Sector Organizations in Malaysia by Voon et. al. (2010) has determined the aspects of transactional and transformational leadership that affect employee’s job satisfaction. The results of the study showed that transformational leadership style has a positive relationship with job satisfaction, whereas transactional leadership style has a negative relationship with job satisfaction in government organization. The dimensions of transformational leadership that have positive relation to job satisfaction were: inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence. Using the linear regression test, the findings showed that only contingent reward dimension of transactional leadership style had significant relationship with two dimensions in job satisfaction (working condition and work assignment). Overall, the study had shown that transformational leadership style had a positive relationship with job satisfaction. The result implied that transformational leadership is deemed suitable for managing government organizations. Organizations that have leadership capability to change their management approach using leadership skills will further improve their performance. Therefore, firms that want to pursue job satisfaction must resource their initiatives and increase the capabilities that should be given serious attention by the organization aiming to be world class.

The study of Voon (2010) bears similarity with the present study on variables like leadership styles and job satisfaction. The difference lies on the

variables on work condition and work assignment which were absent in the present study. Instead, the result of the present study, is hoped to serve as input in the selection of leaders, more specifically the middle-level managers' position.

Christensin's (2010) study on "A Comparison of the Leadership Styles of Administrators- in-Charge of Scheduling in Missouri's Secondary Schools" showed no significant differences between transformational and transactional leaders' willingness or ability to change their schools' scheduling system. The data indicated a significant difference in laissez-faire leaders' willingness or ability to initiate change in the school. High school principals and superintendents were found to be the individuals most responsible for a school's scheduling system.

The previous and the present study are related because they both deal with leadership styles which are categorized as transformational and transactional as used by the school administrators. Moreover, both attempted to determine which leadership style significantly influences employees' behavior in the organization. The difference lies in various factors such as the nature of the respondents, the locale of the study, and other variables like school's scheduling system as used in the previous study.

Leech (2009) made an investigation entitled, "Faculty Perceptions of Shared Decision Making and the Principal's Leadership Behaviors in Duval County Secondary Schools." Employing 646 participants from 26 schools, the

study explored the relationship between the teachers' perceptions of the leadership behaviors of secondary school principals and their perceptions of the level of shared decision making as practiced in their schools. Leadership behavior was operationalized into five behaviors: (a) challenging the process; (b) inspiring a shared vision; (c) enabling others to act; (d) modeling the way, and (e) encouraging the heart. The level of shared decision making was measured in the areas of (a) planning, (b) policy development, (c) curriculum and instruction, (d) student achievement, (e) pupil personnel services, (f) staff development, and (g) budget management. A total of 34 significant relationships between the leadership behaviors of the principal and the level of shared decision making were identified. The significant correlations ranged between 0.096 and 0.191. These weak correlations demonstrated that the principals' leadership practices only explained between one percent and four percent of the variance in the level of shared decision making. Therefore, there was very little relationship between the leadership behaviors of the principal and the level of shared decision making in schools.

The study of Leech bears similarity to the present study in terms of the variable on leadership style. The difference, however, is on the particular leadership styles treated in the two studies. Both studies focused on the two types of leadership styles which are transactional and transformation though decision making was not a part in the present study, but was included in the study of Leech.

A related study was published entitled, "A Survey Research of Leadership Styles of Elementary School Principals" by Dereli (2008). The finding of this study was based on the leadership frame of structural, human resource, political and symbolic. He found out that the principal who had a work experience of 15 years above scored low on all frames. This was due to the long period that principals spent in a particular job with no hope for further promotion and the changed feeling ready for retirement and getting fossilized day by day.

Moreover, the majority of the principals considered themselves as being effective leaders. This was confirmed by the rating given by the majority of the teachers on their principals as being effective managers and leaders. It was also disclosed that task and environment coordination may be achieved through authority, rules, policies and standard operating procedure, information, system meeting, or a variety of informal techniques.

The previous study is in parallel with the present study since both deal with leadership and / or managerial styles of the school heads. The two studies differed on the variables used and in the locale of the study.

Yeh (2007) conducted a study on "Management Styles and Job Satisfaction of Employees at Taiwan's Architectural Firms" which aimed to determine the influence of management styles to job satisfaction of employees working at Taiwan's architectural firms. The study involved 310 interviewees. The study was done based on the views influencing job satisfaction by Leightley

and Wan (2006), Wu et al. (2006) which listed management style as an important factor that influenced job satisfaction of employees. Research findings showed that majority of the interviewees were males (N-192, 61.9%), with those aged 31-40 being the most at 152 (49%), followed by those between 41-50 years old. In terms of education, those with university degrees were in majority, with 174 people (56.1%), followed by those with graduate degrees (29.7%). In terms of years in service, there were 175 people (56.5%) with over ten years of service and 75 people (24.2%) at 4-6 years in service. In terms of work titles, 132 people (52.8%) belonged to management staff, with 53 assistants (21.2%), and 27 designers (10.8%). Moreover, the study used regression analysis to understand whether management style would influence job satisfaction. Based on regression analysis used, the result indicated that participatory incentives, goals, and performance orientation had positive significant influence on job satisfaction.

The study of Yeh bears similarity with the present study for both believe that job satisfaction among employees was influenced by a common variable and that was the style of the leaders. On the other hand, the two studies differ in the use of the research variable correlated to job satisfaction. Yeh's study used the term 'management styles' while the present study correlated job satisfaction to leadership styles. Moreover, the two studies differed in their nature and scope. The former used the architectural firms which was a business field as its scope of the study while the latter was conducted among employees in the academic field.

Barbuto (2005) conducted a study on "Motivational and Transactional, Charismatic, and Transformational Leadership: A Test of Antecedents." Vital data were taken from 186 leaders and their 759 raters. The following were the findings of the study: (1) fifty-seven percent of the leaders were female, with an average age of 44 years, (2) leaders had an average tenure of 7.9 years with their companies and many had either a bachelor's (61 %) or master's (15%) degree; (3) fifty-one percent of the raters were female, with an average age of 39 years; (4) raters had an average tenure of 5.8 years with their companies and were generally as educated as their leaders (57% had earned a bachelor's degree; 12% had earned a master's degree). Furthermore, the leaders' intrinsic process motivation significantly correlated with their self-reported transformational behaviors, inspirational motivation, individualized consideration, and intellectual stimulation. The leaders' intrinsic process motivation also demonstrated several significant relationships with raters' perceptions of leader behaviors. Leaders' intrinsic process motivation also proved to be significantly related to inspirational motivation. Taken together, these results demonstrated several significant relationships between the leaders' intrinsic process motivation and their use of transformational leadership.

The study of Barbuto bears similarity with the present study on the leadership variables used. Both employed the use of transactional and transformational leadership styles. The difference lies on the variables used to

correlate with leadership styles. While Barbuto's study used motivation and charisma, the employees' job satisfaction was used in the present study.

Tolosa's (2014) study entitled, "Leadership Styles of Secondary School Heads and Their Implications to Teachers' Performance in the First District of Northern Samar Division", disclosed that none of the leadership styles significantly influenced the performance of the secondary school teachers. It was also found out that none of the personal variates of the school head-respondents proved to have significant influence on the leadership styles practiced by the school administrators. Only the personal variates of the teacher-respondents such as age and number of relevant in-service trainings proved to have significant influence on the leadership styles practiced by the school administrator-respondents.

The study of Tolosa has bearing with the present study in the sense that both believe that leadership styles influence subordinates' behavior in the academic field. However, these two studies differ in the other research variables. While the leadership styles were correlated with job satisfaction in the present study, the teachers' performance was used in the previous study as correlated to leadership styles. Moreover, they differ in the nature of their respondents and the locale of the study.

Torbila's (2014) study was on the "Managerial Competence of Public Secondary School Administrators in the Second Congressional District of Samar

Division: Basis for an Enhancement Program.” The study revealed that the administrator-respondents rated themselves highly on the kind of managerial competence they manifested than what their teachers saw in them. Likewise, the study disclosed that personal characteristics of school administrators significantly influenced their managerial competence in a direct proportional relationship.

The present study has similarity to the previous study since they both dealt on the perception of the teachers toward their administrators. The differences of the study lie on the areas of the treated variables and locale of the study.

Alcober (2012) made an investigation on “Participatory Decision Making, Job Satisfaction, and Performance of Public Elementary School teachers in District/Area II of Leyte Division” and proved that job satisfaction is positively correlated to the level of performance of the teachers. Data from the study had shown the significant relationship between the level of performance of the teachers and their job satisfaction in which a correlation coefficient of 0.564 was obtained. This result indicated a positive correlation between the level of performance of the teachers and job satisfaction, thus, the computation obtained a computed p-value of 0.000 interpreted as significant. The null hypothesis of no significant relationship between the level of performance of teachers and their job satisfaction was rejected at .05 level of significance. This result meant that the

higher the performance rating of the teachers, the more satisfied they are in their job as a teacher. Still, the result can lead to positive consequences particularly on faculty development.

The above mentioned study bears similarity with the present study because of the variable on job satisfaction which was used for both studies. However, the other research variables like participatory decision making and performance present in the study of Alcober were not considered in the present study.

Uy (2008) in her dissertation entitled, "Organizational Climate and Behaviors of Personnel among SUCs in Eastern Visayas" aimed to determine the relationship between the organizational climate prevailing in SUCs and the corresponding behavior of the management staff, faculty and non-teaching personnel. The study included 81 key officials, 130 faculty and 106 non-teaching personnel from 10 SUCs in the region. Based on the findings of the study, the respondents expressed a high level of job satisfaction with a weighted area means ranging from 6.35 to 8.40 and a very satisfactory work performance indicated in the weighted area means ranging from 6.86 to 8.65. Additional findings found out that the organizational climate of the SUC-respondents indicated by the three groups approximates an open climate. This indicates that the personnel enjoy friendly relations, show considerate satisfaction in their work, indicate motivation to overcome difficulties and frustrations, and manifest

desire, enthusiasm and cooperation to work things out to keep the organization going.

The study of Uy bears similarity to the present study in three aspects namely: (1) scope of study which is the SUCs in Eastern Visayas; (2) both were correlational studies; and (3) both studies used job satisfaction as one of the important variables. However, they differ in terms of the groups of respondents. The present study categorized only two groups which are the middle level manager-respondents and the faculty-respondents, while the study of Uy included non-teaching personnel-respondents as the third group of respondents which was not found in the present study. While the previous study correlated job satisfaction to organizational climate, the present study correlated job satisfaction to leadership styles.

Valles (2006) in his study entitled, "Staffing Practices and Employee Organizational Effectiveness in SUCs: A Correlational Study", aimed to determine the staffing practices in the different SUCs in Eastern Visayas and how these practices relate to organizational effectiveness. The study included the management staff, and the teaching and non-teaching personnel as his respondents. The result of the study showed no significant differences among the perceptions of the three groups of respondents relative to the staffing practices along the recruitment aspect. Along the selection aspect, the grand means of 3.80,

3.75 and 3.72 assessed as “often practiced” by the three groups of respondents respectively were subjected to one-way analysis of variance to determine the significance of their differences. The hypothesis, “There are no significant differences among the perceptions of the three groups of respondents relative to staffing practices in the SUC-respondents along selection, ” was accepted with the computed F value of 0.060 that proved to be lesser than the critical tabular F value of 3.238.

The study of Valles and the present study have the same locale of the study which included the state universities and colleges in Eastern Visayas. Both employed the descriptive-correlational research method. However, they differ on other variables. The former examined the staffing practices as they were correlated with employees’ organizational effectiveness, while the latter study determined the leadership styles of the middle-level managers as they create impact and influence to the employees’ job satisfaction. The result of the present study is hoped to serve as a basis in the selection of leaders in the respective schools.

Alamin (2005) conducted a study on the competencies of instructors, assistant professors, as well as professors from the different state universities and colleges. The study revealed that in order to be updated with the changes in leadership and management skills of today’s educational system, these educators must be encouraged to update themselves by finishing post-graduate degrees and attend relevant trainings. He stressed that state universities and colleges

should come up with realistic and just staff development program to ensure that the needs of teaching personnel be appropriately addressed and that institutions should come up with a procurement program to ensure that the needed institutional facilities be made available and adequate to enhance the teaching competencies of the academic staff.

The study of Alamin and the present study have the same locale of the study which included the state universities and colleges in Eastern Visayas. Both studies dealt with the rank and file employees and their superiors. However, they differ on the respondents' categories. The former categorized the respondents according to their academic rank such as instructors, assistant professors and professors, while the latter categorized the respondents into two ; the employees who were the faculty members and the middle-level managers who were the deans of the college- respondents.

The local study conducted by Evano (2005) entitled, "Leadership Styles of School Heads and Teachers' Morale in Selected District Schools of Area II, Division of Leyte," failed to gather enough evidence to show that age, sex, length of administrative experience, annual income, and level of competence influenced the leadership styles used by the school heads. School heads in Area II, Division of Leyte used varied styles of administration, but most of them subscribed highly to transactional and laissez-faire modes of leadership. The moral level of the teacher-respondents did not influence the leadership styles of

their school heads. Furthermore, the study showed no significant correlation between leadership styles and teachers' morale.

The above study is similar to the present study since both delve on the leadership styles. However, the two studies differ on another variable being correlated with leadership style. While the above study correlated the employees' morale with the principals' leadership styles, the present study, on the other hand, correlated faculty job satisfaction to the middle level managers' leadership styles.

Pimentel (2005) in her study on "Personality Traits, Leadership Behavior and Skills of Elementary School Principals: Basis for a Proposed Re-Training Program," pointed out that there were significant differences in the principal's leaderships skills along human relations from the district supervisors and their teachers. However, there was no significant differences along technical and conceptual traits which meant that perceptions were on the same degree. It made use of descriptive-developmental method of research administered to 50 public elementary school principals, 24 district supervisors, and 352 teachers. In her study, it was further stressed that the extent to which leadership skills along human relations, technical, and conceptual traits were manifested by the principals as they were always practiced.

The study of Pimentel is cited in this study because both studies employed the descriptive-correlational method of research in establishing significant relationship and differences between the respondents' profile variates and

leadership styles of the leader-respondents in which the former study included the secondary school principals of the basic education as the leaders being evaluated, while the latter study included the middle-level managers of the tertiary education. Moreover, the two studies differ in the nature of their respondents and the locale of the study.

Chapter 3

METHODOLOGY

This chapter contains the research design, instrumentation, validation of instrument, the sampling procedure, data gathering procedure and the statistical treatment of data.

Research Design

The researcher used the descriptive-correlational design. It looked into the particular leadership style (transformational or transactional) of middle level managers as perceived by themselves and its relation to their job satisfaction using questionnaires.

The descriptive method had been employed in describing the profile of the middle level managers in terms of age, sex, civil status, educational attainment, and years as middle level manager; profile of faculty-respondents such as age, sex, civil status, educational attainment, and years in service; and the selection process for the middle level managers.

Correlational analysis had been employed to determine the relationship between the middle level managers' profile variates and their leadership style; between the faculty-respondents' profile and their perceived leadership style of middle level managers; and between the teacher-respondents' job satisfaction and their perceived leadership style of middle level managers.

Comparative design was employed to determine the difference in leadership styles of the middle level managers as perceived by middle level manager-respondents themselves and by the faculty-respondents.

Further, the study employed both the descriptive and inferential statistical tools such as frequency, percentage, mean, weighted mean, Pearson product-moment correlation coefficient, and the chi-square test.

Instrumentation

This study employed the questionnaires as the main data gathering instrument.

Questionnaires. Two sets of questionnaires were used as the main data gathering instrument of the study - one for the middle level manager respondents and another one for the faculty-respondents.

For the middle level manager-respondents, Part I solicited personal information such as their name (optional), age, sex, civil status, educational attainment and years of service as middle level manager. Part II determined the selection process of middle level manager-respondents that had been adopted by their respective university or college. Part III determined the leadership styles of middle level manager-respondents. The questionnaire was adapted from Bass and Avolio's (2006) Multiple Leadership Questionnaire (MLQ). The whole questionnaire was composed of 24 indicators - 15 indicators for transformational leadership style and nine indicators for transactional leadership style. Each

indicator was responded by a five-point Likert-type scale: 5 means totally agree (TA), 4 means moderately agree (MA), 3 means undecided (U), 2 means moderately agree (MA), and 1 means totally disagree (TD). The means of the two groups of indicators were compared. The higher the mean determined the particular leadership style - transformational or transactional.

For the faculty-respondents, Part I solicited their personal information such as their name (optional), age, sex, civil status, educational attainment and years of service. Part II contained indicators to determine the leadership styles manifested by middle level managers. The same process was used in identifying the leadership styles as described in Part III of the questionnaire for middle level manager-respondents. Part III determined the level of job satisfaction of faculty-respondents adapted from the work of Silins (2012:317-334) with the use again of the five-point Likert-type scale in responding to the 24 indicators as follows : 5 means very satisfied (VS) , 4 means slightly satisfied (SS), 3 means uncertain (U) , 2 means slightly dissatisfied (SD), and 1 means very dissatisfied (VD).

Validation of Instrument

The first draft of the questionnaire was submitted to her research adviser for comments and suggestions. Final refinement of the questionnaire was undertaken by including the suggestions of the panel members during the pre-oral presentation.

After finalizing the refined questionnaire, it underwent validation by administering the said instrument twice to the same 5 middle level managers and 15 faculty members from Northwestern Samar State University (NwSSU), Calbayog City for a three-day gap between the first and the second administration.

To determine the reliability coefficient, Pearson Product Moment Correlation was employed which revealed the value of 0.85 and interpreted using the guide below:

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very High
0.90 – 0.94	High
0.80 – 0.89	Fairly High, adequate for individual measurement
0.70 – 0.79	Rather Low, adequate for group measurement
Below 0.70	Low, entirely adequate for individual measurement, although useful for group average and school surveys

With the obtained value of 0.85, the questionnaire had a fairly high reliability and even adequate for individual measurement.

Sampling Procedure

The researcher employed total enumeration for the middle level managers which yielded 55 respondents coming from nine SUCs of Region VIII. For the faculty-respondents, the sample size was determined using the Sloven's formula which resulted to 345 faculty members.

After determining the sample size, proportionate probability sampling was employed to determine the faculty-respondents of the study.

Data Gathering Procedure

The researcher sent letters and secured approval from the Presidents of the nine state universities and colleges in Region VIII to administer the questionnaires to the middle level managers and the faculty-respondents. When permission was granted, the researcher sought the assistance of the Research Directors of the nine state universities and colleges (SUCs) and exerted effort to personally administer the questionnaires to facilitate higher percentage of retrieval. During the data gathering periods, the researcher had to stay one to three nights per school- respondent to wait for faculty meetings to assure that target number of respondents would be achieved. Problems had been encountered by the researcher in gathering the data from middle level manager-respondents. Considering the busy schedule of the middle level manager-respondents, the researcher was only able to gather 48 out of 55 middle level manager-respondents or 87.27% and 323 out of 345 faculty-respondents or 93.62%. In some instances, the researcher had experienced heavy rains during the data gathering periods. Yet, it did not bar the researcher to continue the quest.

Statistical Treatment of Data

The data collected were recorded, organized and tabulated accordingly. The results were presented, analyzed, and interpreted quantitatively using the appropriate statistical tools for every specific question. The computation was facilitated using SPSS.

Specifically, the following statistical tools were used as described below:

Frequency Count and Percentage. These were used in determining the occurrences, the number of proportional respondents according to the personal profile of the two groups of respondents and the selection process.

Mean. This was used to determine the representative characteristics such as: age and length of service of faculty-respondents, length of service of being a middle level manager, and the particular leadership style.

Weighted Mean. This was used in determining the weighted score of the responses by the faculty-respondents in Part III of the questionnaire for job satisfaction.

Pearson Product Moment Correlation. This was employed to determine the relationships between: the profile variates and leadership style of middle level manager-respondents; the profile variates and faculty-respondents' perceived leadership style of middle level managers; and the leadership styles of middle level managers as perceived by the faculty-respondents and their job satisfaction.

Chi-Square Test. This was used in determining the significant difference in leadership styles of the middle level managers as perceived by middle level manager-respondents and the faculty-respondents.

Two tailed test was used at .05 level of significance in all hypothesis testing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the presentation, analysis and interpretation of the data based on the findings of the study. Included in this chapter are: the profile of the faculty-respondents as well as the profile of the middle level manager-respondents, the selection process adopted by the state universities and colleges for middle level managers; leadership styles of middle level manager-respondents as perceived by themselves and by faculty-respondents; relationship between leadership styles of middle level manager-respondents and their profile variates and the profile variates of the faculty-respondents; difference in the perceived leadership styles between middle level manager-respondents and faculty-respondents ; level of job satisfaction of the faculty-respondents according to the leadership styles of middle level manager-respondents; relationship between the level of faculty-respondents' job satisfaction and leadership styles; and the input for the selection of leaders derived from the findings of this study.

Profile of Faculty-Respondents

The profile of the faculty-respondents such as age and sex, civil status, educational attainment, and length of service is presented in this section.

Age and Sex. Table 1 shows the age and sex distribution of the faculty-respondents.

Table 1**Age and Sex Distribution of Faculty Respondents**

Age	Male		Female		Total	
	f	Percent	F	Percent	F	Percent
70-79	1	0.3			1	0.3
60-69	4	1.2	6	1.9	10	3.1
50-59	22	6.8	29	9.0	51	15.8
40-49	24	7.4	39	12.1	63	19.5
30-39	40	12.4	67	20.7	107	33.1
20-29	33	10.2	31	9.6	64	19.8
Not Specified	10	3.1	17	5.3	27	8.4
Total	134	41.5	189	58.5	323	100.00
Mean	38.67 years		39.21 years		38.98 years	
SD	11.79 years		10.68 years		11.14 years	

About 107 or 33.1 percent of the faculty-respondents are 30 to 39 years old, out of which are 40 or 12.4 percent males and 67 or 20.7 percent females. This is followed by 64 or 19.8 percent of them having age range between 20 to 29 years old which are also the youngest group of faculty-respondents. The oldest is 70 to 79 years old by one or 0.3 percent of the faculty-respondents. Twenty-seven or 8.4 percent of the faculty-respondents did not specify their age and sex.

The mean age of the group of faculty-respondents is 38.98 years old with a standard deviation of 11.14 years. The foregoing data suggest that the faculty-respondents are in their late 30's, relatively young and at the prime of their age, dominated by the female faculty-respondents, which indicates that this sex outnumber their counterpart.

Civil Status. The distribution of faculty-respondents according to their civil status is presented in Table 2.

As it can be gleaned from the entries of the table, 196 or 60.68 percent of the faculty-respondents are married, while 101 or 31.27 percent are still single. Nine or 2.79 percent are widow(er), one or 0.31 percent is separated from his or her partner, and 16 or 4.95 percent did not indicate their civil status.

The foregoing data signify that majority of the faculty-respondents are in the married state already with a nuclear family which they control by exercising home leadership or management. Thus, they are eligible to give their perception regarding the leadership style of the middle managers.

Educational Attainment. Table 3 provides the distribution of teacher-respondents according to their educational attainment.

According to the entries of the table, 94 or 29.10 percent of the faculty-respondents are college graduates with masteral units. Then, 81 or 25.08

Table 2

Civil Status Distribution of Faculty-Respondents

Civil Status	Frequency	Percent
Single	101	31.27
Married	196	60.68
Widow/er	9	2.79
Separated	1	0.31
Not Specified	16	4.95
Total	323	100

Table 3

Educational Attainment of Faculty-Respondents

Educational Attainment	Frequency	Percent
Doctoral Degree	44	13.62
Master's Deg. w/ Doc. Units	81	25.08
Master's Degree	78	24.15
Bachelor's Degree w/ MA Units	94	29.10
Bachelor's Degree	17	5.26
Not Specified	9	2.79
Total	323	100.00

percent are master's degree holders with doctoral units. Forty four or 13.62 percent are doctoral degree holders, whereas 17 or 5.26 percent are bachelor's degree holders. Nine or 2.79 percent of the faculty-respondents did not specify their educational attainment.

The data signify that the faculty-respondents possessed the educational qualification required for the position they are appointed to. In fact, some of them even pursued advance education to upgrade their educational qualifications and teaching competence.

Length of Service of Faculty-Respondents. Table 4 reflects the distribution of faculty-respondents' length of service in the teaching profession.

As it can be gleaned from the table, 123 or 38.08 percent of the faculty-respondents are still new in the service, below five (5) years. This is followed by 54 or 16.72 percent of the faculty-respondents with a length of service of 6-10 years.

Table 4
Length of Service of Faculty-Respondents

Length of Service (years)	Frequency	Percent
36 – 40	11	3.41
31 – 35	22	6.81
26 -30	14	4.33
21 -25	17	5.26
16 – 20	18	5.57
11 -15	38	11.76
6 – 10	54	16.72
Below 5	123	38.08
Not Specified	26	8.05
Total	323	100.00
Mean	11.79 years	
SD	10.98 years	

range. Next are 38 or 11.76 percent at 11-15 years in service. The longest length of service is between 36-40 years by 11 or 3.41 percent of them.

The mean years of length of service is 11.79 years old with a standard deviation of 10.98 years. This indicates that the faculty-respondents have already accumulated longer period of teaching experience which suggest that they have already honed their teaching skills and competence.

Profile Middle Level Manager-Respondents

The profile of the middle level manager-respondents such as age, sex, civil status, educational attainment, and length of service as middle level managers is presented in the succeeding pages.

Age and Sex. Table 5 shows the age and sex distribution of the middle level manager-respondents.

Nine or 18.8 percent of the middle level manager-respondents are 55-59 years old, and another nine or 18.8 percent are 50-54 years old, six or 12.5 percent are 40-44 years old, and another six or 12.5 percent are 30-34 years old. The oldest are within the 60-64 years old age range by four or 8.3 percent of the middle level manager-respondents made up of one or 2.1 percent of the males and three or 6.3 percent of the female group. A total of seven or 14.6 percent did not indicate their age.

On the other hand, the mean age of the middle level manager-respondents is 49.17 years old with a standard deviation of 8.95 years. The data suggest that the middle level manager-respondents are in their late 40's, but still far from the retirement age and they are at the prime of their age; and at the height of their career.

Table 5

Age and Sex Distribution of Middle Level Manager-Respondents

Age (years)	Male		Female		Total	
	f	Percent	f	Percent	F	Percent
60-64	1	2.1	3	6.3	4	8.3
55-59	5	10.4	4	8.3	9	18.8
50-54	1	2.1	8	16.7	9	18.8
45-49	2	4.2	3	6.3	5	10.4
40-44	3	6.3	3	6.3	6	12.5
35-39	3	6.3	3	6.3	6	12.5
30-34	0		2	4.2	2	4.2
Not Specified	4	8.3	3	6.3	7	14.6
Total	19	39.6	29	60.4	48	100.00
Mean	49		49.29		49.17	years
SD	8.48		9.44		8.95	years

Civil Status. The distribution of middle level manager-respondents in terms of the civil status is provided in Table 6.

From the table, it can be noted that 34 or 70.83 percent of the middle level manager-respondents are married compared to 11 or 22.92 percent are still single. One or 2.08 percent is separated while two or 4.17% did not indicate their civil status.

The data suggested that the middle level manager-respondents were in a married state also whereby they exercised control their respective nuclear families by their leadership and management styles.

Table 6

Civil Status Distribution of Middle Level Manager-Respondents

Civil Status	Frequency	Percent
Single	11	22.92
Married	34	70.83
Separated	1	2.08
Widowed/er	0	0.00
Not Specified	2	4.17
Total	48	100.00

Educational Attainment. Table 7 shows the distribution of the middle level manager-respondents according to their educational attainment.

Table 7

Educational Attainment of Middle Level Manager-Respondents

Educational Attainment	Frequency	Percent
Doctoral Degree	35	72.92
Master's Deg. w/ Doc. Units	6	12.50
Master's Degree	4	8.33
Bachelor's Degree w/ MA Units	3	6.25
Total	48	100.00

Inspection of the table reveals that 35 or 72.92 percent of the middle level manager-respondents are doctoral degree holders. On the other hand, six or 12.50 percent are master's degree holders with doctoral units, four or 8.33 percent are master's degree holders, and three or 6.25 did not specify their educational attainment for an undisclosed reasons.

The foregoing data signify that the middle level managers are educationally qualified possessing the necessary educational attainment required for the managerial position.

Length of Service as Middle Level Manager. Table 8 presents the distribution of middle level manager-respondents in terms of their length of service as middle level managers.

Nineteen or 39.58 percent of the respondents manifested they had been in the position as middle level managers for five years and below. This is followed by six or 12.50 percent of them at 11 to 15 years. The longest years as middle

level managers are within the 26 to 30 years range by two or 4.17% of the middle level manager-respondents.

Table 8

Length of Service as Middle Level Manager

Length of Service (years)	Frequency	Percent
26 -30	2	4.17
21 -25	1	2.08
16 - 20		
11 -15	6	12.50
6 - 10	9	18.75
5 and below	19	39.58
NS	11	22.92
Total	48	100.00
Mean	7.73 years	
SD	7.26 years	

The mean length of service as middle level managers is 7.73 years with a standard deviation of 7.26 years. The data suggest that the middle level managers have been in the service as managers for quite a number of years which indicated that they are able to hone their managerial skills and competence.

Selection Process Adopted by State Universities and Colleges

Table 9 presents the opinions of middle level manager-respondents as to the selection process to the position of middle level managers.

As to the aspect of applying for the position by submitting an application letter and supporting documents, 41 or 85.4 percent say they have not applied

Table 9

Selection Process of Middle Level Manager-Respondents

Indicators	Yes		N0	
	F	Percent	F	Percent
1. Submitted application/ documents for the position	7	14.6	41	85.4
2. Nominated by HRMO or by any employee.	19	39.6	29	60.4
3. Selected by a committee, e.g., Personnel Selection Board	25	52.1	23	47.9
4. Recommended by the head of office	41	85.4	7	14.6
5. Rated by employees where the manager will be assigned.	18	37.5	30	62.5
6. Evaluated through the following:				
a. Performance	23	47.9	25	52.1
b. Educational attainment	39	81.3	9	18.7
c. Relevant Trainings/ Awards	38	79.2	10	20.8
d. Experience	34	70.8	14	29.2
e. Physical Characteristics	31	64.6	17	35.4
f. Personality Traits	34	70.8	14	29.2
g. Potentials	37	77.1	11	22.9
h. Outstanding Accomplishments	34	70.8	14	29.2
i. Others, such as: solicited endorsement	5	10.4	43	89.6

for the position. Twenty-nine or 60.4 percent of the middle level manager-respondents reveal that they were not nominated to the position by the HRM Officer or by somebody within the university/college. On the other hand, 25 or 52.1 percent of them say that they were selected by a committee (e.g. Personnel Selection Board) to the position, while 41 or 85.4 percent say they were recommended by the head of office. Moreover, 18 or 37.5 percent reveal that they

were rated by the employees of the unit where they would be assigned as middle level manager.

With regard to the evaluation process, majority of the middle level manager-respondents reflect that they were evaluated in terms of the following: educational attainment according to 39 or 81.3 percent middle level manager-respondents; relevant trainings and awards by 38 or 79.2 percent of them; experience by 34 or 70.5 percent; 31 or 64.6 percent through physical characteristics; 34 or 70.8 percent through personality traits; 37 or 77.1 percent through their potentials; and 34 or 70.8 percent through outstanding performance.

Very notable is that 25 or 52.1 percent of the middle level manager-respondents admit they were not evaluated by their performance and 43 or 89.6 percent agree they were not evaluated by any additional criteria except those enumerated.

The foregoing data manifest that the selection of middle level managers follows the usual recruitment procedures practiced by most organizations or institutions and is basically based on merit and fitness.

**Leadership Styles of Middle Level
Manager-Respondents as Perceived
by Themselves and by Faculty-Respondents**

Table 10 shows the leadership styles of middle level managers as perceived by middle level manager-respondents themselves and by faculty-

Table 10

**Leadership Styles of Middle Level Manager-Respondents
as Perceived by Themselves and by Faculty-Respondents**

Style	Faculty		Middle Level Managers	
	F	%	F	%
Transformational	150	46.4	33	68.8
Transactional	115	35.6	9	18.8
Both	58	18.0	6	12.4
Total	323	100	48	100

respondents.

About 150 or 46.4 percent of the faculty-respondents perceive that their immediate supervisor exhibited transformational leadership style and 33 or 68.8 percent of the middle level manager-respondents. About 115 or 35.6 percent of the faculty-respondents perceive that their supervisors are transactional leaders while nine or 18.8 percent of the middle level manager-respondents averred that they also exhibited such leadership style.

On the other hand, 58 or 18.0 percent of the faculty-respondents assessed that their immediate supervisors are both transformational and transactional leaders while six or 12.4 percent of the middle level manager-respondents said so, too.

The foregoing information indicate that more or less, the middle level manager-respondents and the faculty-respondents show similar perception as regards to the leadership styles practiced by the middle level managers whereby each group validates the other group.

**Relationship Between the Leadership Styles
of Middle Level Manager-Respondents and the
Identified Profile Variates**

This part presents the relationship between the leadership styles of the middle level manager-respondents and the identified profile variates, namely: middle level manager-related profile variates; and the faculty member-related profile variates.

Middle Level Manager-Related Profile Variates. This section contains the relationship between the leadership styles of the middle level manager-respondents in terms of transformational leadership, transactional leadership, and both, and their profile variates.

Transformational Leadership. Table 11 contains the relationship between the leadership styles of the middle level manager-respondents in terms of transformational leadership and their profile variates in terms of age, sex, civil status, educational attainment, and years as middle level manager.

Table 11

**Relationship Between Leadership Styles of Middle Level
Manager-Respondents and Profile Variates in Terms of
Transformational Leadership**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	-0.114	0.476	NS	Accept H_o
Sex	0.229	0.118	NS	Accept H_o
Civil status	-0.040	0.793	NS	Accept H_o
Educational attainment	-0.169	0.257	NS	Accept H_o
Years as middle level manager	0.302	0.069	NS	Accept H_o

Legend: $\alpha = 0.05$; df = 32; two-tailed; S - Significant; NS - Not Significant

As enumerated in the table, the following coefficients of correlation and p-values are obtained between the perceived leadership style of the middle level manager-respondents themselves and their profile variates, respectively: an r-value of -0.114 and p-value of 0.476 with age; 0.229 and 0.118 with sex; -0.040 and 0.793 with civil status; -0.169 and 0.257 with educational attainment; and 0.302 and 0.069 with years of service as middle level manager. The accompanying p-values are greater than the stipulated 0.05 significance level indicating no significant relationships between the pair of variables. So, the hypothesis, "there are no significant relationships between the middle level manager-respondents' leadership styles in terms of transformational leadership and age; sex; civil status; educational attainment; and years of service as middle level manager" is accepted.

This means that the profile variates of the middle level-managers have no influence to the transformational leadership style they practiced in their respective organization or institution.

Transactional Leadership. Table 12 contains the relationship between the leadership styles of the middle level manager-respondents in terms of the transactional leadership and their profile variates in terms of age, sex, civil status, educational attainment, and years as middle level manager.

As enumerated in the table, the following coefficients of correlation and p-values are obtained between perceived leadership style of middle level

Table 12

**Relationship Between Leadership Styles of Middle Level
Manager-Respondents and Profile Variates in Terms of
Transactional Leadership**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	-0.132	0.410	NS	Accept H_o
Sex	0.122	0.410	NS	Accept H_o
Civil status	-0.033	0.828	NS	Accept H_o
Educational attainment	-0.003	0.986	NS	Accept H_o
Years as middle level manager	0.212	0.208	NS	Accept H_o

Legend: $\alpha = 0.05$; $df = 7$; two-tailed; S - Significant; NS - Not Significant

manager-respondents themselves and their profile variates, respectively: an r-value of -0.132 and p-value of 0.410 with age; 0.122 and 0.410 with sex; -0.033 and 0.828 with civil status; -0.003 and 0.986 with educational attainment; and 0.212 and 0.208 with years of service as middle level manager. The accompanying p-values are greater than the stipulated 0.05 significance level indicating no significant relationships between the pair of variables. Hence, the hypothesis, "there are no significant relationships between middle level manager-respondents' leadership styles in terms of transactional leadership and age; sex; civil status; educational attainment; and years of service as middle level manager" is accepted.

This means that the profile variates of the middle level-managers have no influence to the transactional leadership style they practiced in their respective organization or institution.

Both Leadership Styles. Table 13 contains the relationship between the

Table 13

**Relationship Between Leadership Styles of Middle Level
Manager-Respondents and Profile Variates in Terms of
Both Leadership Styles**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	-0.124	0.439	NS	Accept H_0
Sex	0.197	0.179	NS	Accept H_0
Civil status	-0.036	0.813	NS	Accept H_0
Educational attainment	-0.108	0.468	NS	Accept H_0
Years as middle level manager	0.276	0.098	NS	Accept H_0

Legend: $\alpha = 0.05$; $df = 4$; two-tailed; S - Significant; NS - Not Significant

leadership styles of the middle level manager-respondents in terms of both leadership styles and their profile variates in terms of age, sex, civil status, educational attainment, and years as middle level manager.

As presented in the table, the following coefficients of correlation and p-values are obtained between the perceived leadership style of the middle level manager-respondents themselves and their profile variates, respectively: an r-value of -0.124 and p-value of 0.439 with age; 0.197 and 0.179 with sex; -0.036 and 0.813 with civil status; -0.108 and 0.468 with educational attainment; and 0.276 and 0.098 with years of service as middle level manager. The accompanying p-values are greater than the stipulated 0.05 significance level indicating no significant relationships between the pair of variables. Hence, the hypothesis, "there are no significant relationships between middle level manager-respondents' leadership styles in terms of both leadership styles and age; sex;

civil status; educational attainment; and years of service as middle level manager" is accepted.

Relationship Between Leadership Styles of Middle Level Manager-Respondents in Terms of Transformational Leadership as Perceived by Faculty-Respondents and Their Profile Variates

This means that the profile variates of the middle level-managers have no influence to the transformational and transactional leadership styles they practiced in their respective organization or institution.

In summary, none of the profile variates of the middle level manager-respondents significantly influenced the leadership styles they practice in terms of transformational, transactional, or both leadership styles.

Faculty-Related Profile Variates. This part reflects the relationship between the leadership styles of the middle level manager-respondents as perceived by the faculty-respondents in terms of transformational leadership, transactional leadership, and both, and their profile variates.

Transformational Leadership. The result of the correlational analysis performed between the faculty-respondents' perceived leadership styles of the middle level managers in terms of transformational leadership and their profile variates is provided in Table 14.

The correlation between the faculty-respondents' perceptions regarding the middle level managers' leadership style and age yielded an r-value of -0.129 with a p-value of 0.027. With years in service as teachers, the r-value obtained is

-0.117 with a p-value of 0.043. These two p-values are lower than the 0.05 significance level implying that inverse but significant relationships exist between the

Table 14

**Relationship Between Leadership Styles of Middle Level Manager-
Respondents in Terms of Transformational Leadership as Perceived
by Faculty-Respondents and Their Profile Variates**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	-0.129	0.027	S	Reject H_o
Sex	-0.070	0.218	NS	Accept H_o
Civil status	-0.067	0.238	NS	Accept H_o
Educational attainment	0.101	0.073	NS	Accept H_o
Years in service	-0.117	0.043	S	Reject H_o

Legend: $\alpha = 0.05$; $df = 148$; two-tailed; S – Significant; NS – Not Significant

pairs of variables. As the number of years in service increases so as with age, their perceptions regarding the leadership styles of their middle level managers decline. The hypothesis, “there are no significant relationships between faculty-respondents’ perceptions of their middle level managers’ leadership styles and age; and years of service as teachers” is rejected.

On the other hand, leadership styles and the related profile variates yielded the following r-values and p-values, respectively: -0.070 and 0.218 for sex; -0.067 and 0.238 for civil status; and 0.101 and 0.073 for educational attainment. The p-values are greater than the 0.05 significance level indicating no significant relationships between the pairs of variables which lead to the acceptance of the hypothesis which says, “there are no significant relationships

between the faculty-respondents' perceptions of their middle level managers' leadership styles and sex; civil status; and educational attainment."

This means that age and the number of years in service of the faculty-respondents significantly influence their perception on the transformational leadership styles practiced by the middle level managers. Younger teachers who are newly appointed to the position perceived higher than the old ones who have been teaching for longer period of years. This can be attributed to the fact that young teachers who are new to the teaching position are idealistic and have a high regard on the transformational leadership style as manifested by their supervisors. The other variates proved to have no significant influence with it.

Transactional Leadership. The result of the correlational analysis performed between the faculty-respondents' perceived leadership styles of middle level managers in terms of transactional leadership and their profile variates is provided in Table 15.

The correlation between the faculty-respondents' perceptions regarding middle level managers' leadership style and educational attainment yielded an r-value of 0.111 with a p-value of 0.049. This p-value is lower than the 0.05 significance level which implies direct and significant relationship existing between the paired variables. As the educational attainment of the faculty-respondents go higher, their perception regarding the leadership styles in terms of transactional leadership of their middle level managers tend to be higher, also. Thus, the hypothesis stating, "there is no significant relationship between the faculty-

respondents' perception of their middle level managers' leadership styles along transactional leadership style and their educational attainment" is rejected.

Table 15

**Relationship Between Leadership Styles of Middle Level Manager-
Respondents in Terms of Transactional Leadership as Perceived
by Faculty-Respondents and Their Profile Variates**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	-0.109	0.060	NS	Accept H_0
Sex	-0.093	0.101	NS	Accept H_0
Civil status	-0.060	0.294	NS	Accept H_0
Educational attainment	0.111	0.049	S	Reject H_0
Years in service	-0.100	0.084	NS	Accept H_0

Legend: $\alpha = 0.05$; $df = 113$; two-tailed; S - Significant; NS - Not Significant

On the other hand, leadership styles and the faculty-related profile variates yielded the following r-values and p-values, respectively: -0.109 and 0.060 for age; -0.093 and 0.101 for sex; -0.060; and 0.294 for civil status; and -0.100 and 0.084 for years in service. The p-values are greater than the 0.05 significance level indicating no significant relationships between the pairs of variables which lead to the acceptance of the hypothesis which says, "there are no significant relationships between the faculty-respondents' perceptions of their middle level managers' leadership styles along the transactional leadership and their age, sex, civil status; and years in service."

This means that the educational attainment of the faculty-respondents significantly influence their perception on the transactional leadership styles

practiced by the middle level managers. Faculty members who have higher educational attainment perceive higher than those faculty members who possess the minimum educational qualification only. This can be attributed to the fact that highly educational faculty members can transcend in a transactional way in solving difficulties, thus, they highly regard this type of leadership style practiced by their supervisors. The other variates prove to have no significant influence with it.

Table 16

**Relationship Between Leadership Styles of Middle Level Manager-
Respondents in Terms of Both Leadership Styles as Perceived
by Faculty-Respondents and Their Profile Variates**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	-0.124	0.034	S	Reject H_o
Sex	-0.080	0.155	NS	Accept H_o
Civil status	-0.066	0.249	NS	Accept H_o
Educational attainment	0.108	0.056	NS	Accept H_o
Years as middle level manager	-0.113	0.052	NS	Accept H_o

Legend: $\alpha = 0.05$; $df = 56$; two-tailed; S – Significant; NS – Not Significant

Both Leadership Styles. Table 16 contains the relationship between the faculty-respondents' perceived leadership styles of the middle level managers in terms of both leadership and their profile variates in terms of age, sex, civil status, educational attainment, and years in service.

The correlation between the faculty-respondents' perceptions regarding the middle level managers' leadership style and age yielded an r-value of -0.124 with a p-value of 0.034. This p-value is lower than the 0.05 significance level

which implies an inverse but significant relationships existing between the paired variables. As the age of the faculty-respondents goes higher, their perceptions regarding the leadership styles of their middle level managers along both leadership styles decline. The hypothesis stating, "there is no significant relationships between faculty-respondents' perceptions of their middle level managers' leadership styles along both leadership styles and their age" is rejected.

On the other hand, the leadership styles and the faculty-related profile variates yielded the following r-values and p-values, respectively: -0.080 and 0.155 for sex; -0.066 and 0.249 for civil status; 0.108 and 0.056 for educational attainment; and -0.113 and 0.052 for years in service. The p-values are greater than the 0.05 significance level indicating no significant relationships between the pairs of variables which lead to the acceptance of the hypotheses which says, "there are no significant relationships between the faculty-respondents' perceptions of their middle level managers' leadership styles along both leadership styles and their sex, civil status, educational attainment, and years in service."

This means that the age of the faculty-respondents significantly influence their perception on both leadership styles practiced by the middle level managers. Faculty members who are younger perceive higher than the older ones. This can be attributed to the fact that the young faculty members are more contingent, thus, they expect that the middle managers practice the leadership

style which is appropriate for a given situation. The other variates proved to have no significant influence with it.

**Comparison in Perceived Leadership Styles
Between Middle Level Manager-Respondents
and Faculty-Respondents**

Table 17 shows the result of the chi-square test performed between the middle level managers' leadership styles as perceived by themselves and that of the faculty-respondents.

Table 17

**Comparison Between the Leadership Styles of Middle Level Managers
as Perceived by Middle Level Manager-Respondents Themselves
and Faculty Respondents**

Respondents' Category	Leadership Style						Total
	Transformational		Transactional		Both		
	O	(E)	O	(E)	O	(E)	
Middle-Manager	33	(25.62)	9	(17.73)	6	(4.66)	48
Faculty	150	(172.38)	115	(119.27)	58	(31.34)	323
Total	183	-	124	-	64	-	371
Computed X ²	14.09						
Decision/Evaluation	Reject Ho/Significant						

df = 2; α = 0.05; critical X^2 = 4.60

As reflected in the table, a computed chi-square of 14.09 was obtained. The value is very much higher than the critical chi-square value of 4.60. This information indicates that there are significant differences in the perceived leadership styles between the two groups of respondents. So, the hypothesis, "there is no significant difference in the perceived leadership styles between the faculty-respondents and middle level manager-respondents" is rejected.

From the frequencies of the respondents who practice the identified leadership styles, it can be noted in Table 17 that the transformational leadership style is more practiced, seconded by the transactional and followed by both leadership styles. This signifies that the transformational leadership style is more commonly practiced style by the middle managers which they deem as more effective than the other leadership style or the combination of the two styles. Furthermore, the middle managers are advocates of change or transformation in the organization or institution.

Level of Job Satisfaction of Faculty-Respondents

Table 18 shows the level of job satisfaction of faculty-respondents under the different leadership styles.

Table 18

Level of Job Satisfaction of Faculty-Respondents According to the Leadership Styles of Middle Level Managers

Level of Job Satisfaction	Leadership Styles					
	Transformational		Transactional		Both	
	f	%	f	%	F	%
Very satisfied	54	36.0	40	34.8	28	48.3
Slightly satisfied	73	48.6	51	44.3	23	39.7
Uncertain	21	14.0	16	13.9	4	6.9
Slightly dissatisfied	1	0.7	6	5.2	2	3.4
Very dissatisfied	1	0.7	2	1.7	1	1.7
Total	150	100	115	100	58	100
Mean	4.27 (SS)		4.03 (SS)		4.18 (SS)	

Legend: 4.51 - 5.50 Very Satisfied (VS)
 3.51 - 4.50 Slightly Satisfied (SS)
 2.51 - 3.50 Uncertain (U)
 1.51 - 2.50 Slightly Dissatisfied (SD)
 1.00 - 1.50 Very Dissatisfied (VD)

Seventy three or 48.6 percent of the faculty-respondents who think that middle level managers are transformational leaders are slightly satisfied and 51 or 44.3 percent under a transactional leader are also slightly satisfied.

On the other hand, 54 or 36.0 percent of the faculty-respondents are very satisfied under a transformational leader and 40 or 34.8 percent under a transactional leader. The trend in the level of job satisfaction from slightly satisfied to very satisfied are similar under the two types of leadership styles.

However, the faculty-respondents who think that their middle level managers are both transformational and transactional leaders, a greater number or proportion are very satisfied at 20 or 48.3 percent and 23 or 39.7 percent are slightly satisfied.

The overall opinion of the faculty-respondents under the transformational leaders are slightly satisfied (mean of 4.27), same with those under transactional leaders (mean of 4.03), and also those under both leaderships styles (mean of 4.18).

Relationship Between the Leadership Styles of Middle Level Managers as Perceived by Faculty-Respondents and Their Job Satisfaction

This section presents the relationship between the leadership styles of the middle level managers as perceived by the faculty-respondents in terms of the transformational, transactional, and both leadership styles, and their job satisfaction.

Transformational Leadership. Table 19 gives the result of the Pearson Product-Moment Correlation between transformational leadership styles of

Table 19

**Relationship Between Faculty-Respondents'
Job Satisfaction and Leadership Styles
along Transformational Leadership**

Variables	r_{xy}	p-value	Evaluation	Decision
Job Satisfaction vs Transformational Leadership Style	0.564	0.000	S	Reject H_0

Legend: $\alpha = 0.05$; $df = 148$; two-tailed; S - Significant; NS - Not Significant

middle level managers as perceived by faculty-respondents and their job satisfaction.

A 0.564 coefficient of correlation was obtained accompanied by a p-value of 0.000. The accompanying p-value is lower than the 0.05 significance level which means that a significant relationship is present between the two mentioned variables. Hence, the hypothesis, "there is no significant relationship between the leadership styles of the middle level managers along transformational leadership as perceived by faculty-respondents and their job satisfaction" is rejected.

This means that the transformational leadership style practiced by the middle level managers influences significantly the job satisfaction of the faculty-respondents. Furthermore, the more the middle managers exercise

transformational leadership style the higher tendency there is for job satisfaction of the faculty-respondents.

Table 20

**Relationship Between Faculty-Respondents'
Job Satisfaction and Leadership Styles
along Transactional Leadership**

Variables	r_{xy}	p-value	Evaluation	Decision
Job Satisfaction vs Transactional Leadership Style	0.581	0.000	S	Reject H_0

Legend: $\alpha = 0.05$; $df = 113$; two-tailed; S – Significant; NS – Not Significant

Transactional Leadership. Table 20 provides the result of the Pearson Product-Moment Correlation between the transformational leadership styles of the middle level managers as perceived by the faculty-respondents and their job satisfaction.

A 0.581 coefficient of correlation was obtained accompanied by a p-value of 0.000. The accompanying p-value is lower than the 0.05 significance level which means that a significant relationship is present between the two mentioned variables, and, therefore, the hypothesis, "there is no significant relationship between leadership styles of middle level managers along transactional leadership as perceived by faculty-respondents and their job satisfaction" is rejected.

This means that the transactional leadership style practiced by the middle level managers influences significantly the job satisfaction of the faculty-

respondents. Furthermore, the more the middle managers exercise transactional leadership style, the higher the job satisfaction of the faculty-respondents to have, also.

Table 21

**Relationship Between Faculty-Respondents'
Job Satisfaction and Leadership Styles
along Both Leadership Styles**

Variables	r_{xy}	p-value	Evaluation	Decision
Job Satisfaction vs Both Leadership Styles	0.582	0.000	S	Reject H_0

Legend: $\alpha = 0.05$; $df = 56$; two-tailed; S - Significant; NS - Not Significant

Both Leadership Styles. Table 21 presents the result of the Pearson Product-Moment Correlation between both leadership styles of the middle level managers as perceived by the faculty-respondents and their job satisfaction.

A 0.582 coefficient of correlation was obtained accompanied by a p-value of 0.000. The accompanying p-value is lower than the 0.05 significance level which means a significant relationship is present between the two mentioned variables, thus, the hypothesis, "there is no significant relationship between the leadership styles of the middle level managers along both leadership styles as perceived by faculty-respondents and their job satisfaction" is rejected.

This means that both leadership styles practiced by the middle managers influence significantly the job satisfaction of the faculty-respondents.

Furthermore, the more the middle managers exercise both leadership styles, the higher the job satisfaction of the faculty-respondents tends to be, also.

In summary, the leadership styles practiced by the middle level managers, whether it is transformational, transactional, or both leadership styles, influence significantly the job satisfaction of the faculty members in a direct proportional way. This means that the more the middle level managers practice any of the three leadership styles in the study, the higher the job satisfaction that the faculty member will have, also.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, the conclusions drawn, and the recommendations that were formulated based on the results of the study.

Summary of Findings

The following are the salient findings of the study:

1. The mean age of the group of faculty-respondents was 38.98 years old with a standard deviation of 11.14 years. Furthermore, the faculty-respondents were dominated by the female faculty-respondents, which indicated that this sex outnumbered their counterpart.

2. One hundred ninety six or 60.68 percent of the faculty-respondents were married while 101 or 31.27 percent are still single. One or 2.79 percent were widow(er), one or 0.31 percent was separated from his or her partner, and 16 or 4.95 percent did not indicate their gender or sex.

3. Ninety four or 29.10 percent of the faculty-respondents were college graduates with masteral units. Next were 81 or 25.08 percent were master's degree holder with doctoral units. Forty four or 13.62 percent were doctoral degree holders whereas 17 or 5.26 percent were bachelor's degree holder. Nine

or 2.79 percent of the faculty-respondents did not specify their educational attainment.

4. About 123 or 38.08 percent of the faculty-respondents were still new in the service at 0-5 years. This was followed by 54 or 16.72 percent of the faculty-respondents with a length of service of 6-10 years range. Next were 38 or 11.76 percent at 11-15 years in service. The longest length of service was between 36-40 years by 11 or 3.41 percent of them. The mean length of service was 11.79 years old with a standard deviation of 10.98 years.

5. Nine or 18.8 percent of the middle level manager-respondents were 55-59 years old, and also nine or 18.8 percent of them belonged to 50-54 years old. Six or 12.5 percent were 40-44 years old, and another six or 12.5 percent were 30-34 years old. The oldest were within the 60-64 years old age range by four or 8.3 percent of the middle level manager-respondents, made up of one or 2.1 percent of the males and three or 6.3 percent of the female group. A total of seven or 14.6 percent did not indicate their age. On the other hand, the mean age of the middle level manager-respondents was 49.17 years old with a standard deviation of 8.95 years.

6. Thirty four or 70.83 percent of the middle level manager-respondents were married compared to 11 or 22.92 percent who were still single. One or 2.08 percent was separated, while two or 4.17 percent did not indicate their civil status.

7. Thirty or 72.92 percent of the middle level manager-respondents were doctoral degree holders. On the other hand, six or 12.50 percent were master's degree holders with doctoral units, four or 8.33 percent were master's degree holders, and three or 6.25 did not specify their educational attainment.

8. Nineteen or 39.58 percent of the respondents agreed that they had been in the position as middle level managers for five years and below. This was followed by six or 12.50 percent of them at 11 to 15 years. The longest years as middle level managers were within the 26 to 30 years range by two or 4.17 percent of the middle level manager-respondents. The mean length of service as middle level managers was 7.73 years with a standard deviation of 7.26 years.

9. Regarding the promotion as middle level managers, 41 or 85.4 percent said that they did not apply for the position. Twenty-nine or 60.4 percent of the middle level manager-respondents agreed that they were not nominated to the position by the HRM Officer or by somebody within the university/college. On the other hand, 25 or 52.1 percent of them agreed that they were selected by a committee (e.g. Personnel Selection Board) to the position while 41 or 85.4 percent said that they were recommended by the head of office. Moreover, 18 or 37.5 percent agreed that they were rated by the employees of the unit where they would be assigned as middle level manager.

10. With regard to the evaluation process, majority of the middle level manager-respondents agreed that they were evaluated in terms of the following: educational attainment by 39 or 81.3 percent of the middle level manager-

respondents; relevant trainings and awards by 38 or 79.2 percent of them; experience by 34 or 70.5 percent; 31 or 64.6 percent said through physical characteristics; 34 or 70.8 percent through personality traits; 37 or 77.1 percent through their potentials; and 34 or 70.8 percent agreed through outstanding performance.

11. Very notable is that 25 or 52.1 percent of the middle level manager-respondents admitted that they were not evaluated by their performance and 43 or 89.6 percent agreed that they were not evaluated by any additional criteria except those enumerated.

12. About 150 or 46.4 percent of the faculty-respondents perceived their immediate supervisor exhibited transformational leadership style compared to 33 or 68.8 percent of the middle level manager-respondents. About 115 or 35.6 percent of the faculty-respondents perceived their supervisors were transactional leaders while nine or 18.8 percent of the middle level manager-respondents said that they also exhibited such leadership style.

13. On the other hand, 58 or 18.0 percent of the faculty-respondents agreed that their immediate supervisors were both transformational and transactional leaders while six or 12.4 percent of the middle level manager-respondents said so, too.

14. The following coefficients of correlation and p-values were obtained between the perceived leadership style of the middle level manager-respondents themselves in terms of transformational leadership and their profile variates,

respectively: an r-value of -0.114 and p-value of 0.476 with age; 0.229 and 0.118 with sex; -0.040 and 0.793 with civil status; -0.169 and 0.257 with educational attainment; and 0.302 and 0.069 with years of service as middle level manager. The accompanying p-values were greater than the stipulated 0.05 significance level indicating no significant relationships between pair of variables. So, the hypothesis, "there are no significant relationships between the middle level manager-respondents' leadership styles in terms of transformational leadership and age, sex, civil status, educational attainment, and years of service as middle level manager" was accepted.

15. The following coefficients of correlation and p-values were obtained between perceived leadership style of middle level manager-respondents themselves along the transactional leadership and their profile variates, respectively: an r-value of -0.132 and p-value of 0.410 with age; 0.122 and 0.410 with sex; -0.033 and 0.828 with civil status; -0.003 and 0.986 with educational attainment; and 0.212 and 0.208 with years of service as middle level manager. The accompanying p-values were greater than the stipulated 0.05 significance level indicating no significant relationships between the pairs of variables. Hence, the hypothesis, "there are no significant relationships between middle level manager-respondents' leadership styles in terms of transactional leadership and age, sex, civil status, educational attainment, and years of service as middle level manager" was accepted.

16. The following coefficients of correlation and p-values were obtained between the perceived leadership style of middle level manager-respondents themselves along both leadership styles and their profile variates, respectively: an r-value of -0.124 and p-value of 0.439 with age; 0.197 and 0.179 with sex; -0.036 and 0.813 with civil status; -0.108 and 0.468 with educational attainment; and 0.276 and 0.098 with years of service as middle level manager. The accompanying p-values were greater than the stipulated 0.05 significance level indicating no significant relationships between the pairs of variables. Hence, the hypothesis, "there are no significant relationships between middle level manager-respondents' leadership styles in terms of transactional leadership and age, sex, civil status, educational attainment, and years of service as middle level manager" is accepted.

17. The correlation between the faculty-respondents' perceptions regarding middle level managers' leadership style along transformational leadership and age yielded an r-value of -0.129 with a p-value of 0.027. With years in service as teachers, the r-value obtained is -0.117 with a p-value of 0.043. These two p-values were lower than the 0.05 significance level, thus, these imply that an inverse, but significant relationships exist between the pairs of variables. As the number of years in service increases, so as with age, their perceptions regarding the leadership styles of their middle level managers decline. The hypothesis, "there are no significant relationships between faculty-

respondents' perceptions of their middle level managers' leadership styles and age; and years of service as teachers" was rejected.

On the other hand, the transformational leadership style and the profile-related variates yielded the following r-values and p-values, respectively: -0.070 and 0.218 for sex; -0.067 and 0.238 for civil status; and 0.101 and 0.073 for educational attainment. The p-values were greater than the 0.05 significance level indicating no significant relationships between the pairs of variables which led to the acceptance of the hypothesis which says, "there are no significant relationships between faculty-respondents' perceptions of their middle level managers' leadership styles and sex; civil status; and educational attainment."

18. The correlation between the faculty-respondents' perceptions regarding the middle level managers' leadership style along transactional leadership and educational attainment, yielded an r-value of 0.111 with a p-value of 0.049. This p-value was lower than the 0.05 significance level which implied direct and significant relationship existed between the paired variables. In other words, as the educational attainment of the faculty-respondents goes higher, their perception regarding the leadership styles in terms of transactional leadership of their middle level managers tend to be higher, also. Thus, the hypothesis stating, "there is no significant relationship between the faculty-respondents' perception of their middle level managers' leadership styles along transactional leadership and their educational attainment" was rejected.

On the other hand, the transactional leadership style and the faculty-related profile variates yielded the following r-values and p-values, respectively: -0.109 and 0.060 for age; -0.093 and 0.101 for sex; -0.060; and 0.294 for civil status; and -0.100 and 0.084 for years in service. The p-values were greater than the 0.05 significance level indicating no significant relationships between the pairs of variables which led to the acceptance of the hypothesis which says, "there are no significant relationships between the faculty-respondents' perceptions of their middle level managers' leadership styles along the transactional leadership and their age, sex, civil status, and years in service."

19. The correlation between the faculty-respondents' perceptions regarding the middle level managers' leadership style along both leadership styles and age yielded an r-value of -0.124 with a p-value of 0.034. This p-value was lower than the 0.05 significance level which implied an inverse relationships, but significant relationships existing between the paired variables. This means that, as the age of the faculty-respondents goes higher, their perceptions regarding the leadership styles of their middle level managers along both leadership styles decline. Thus, hypothesis stating, "there is no significant relationships between the faculty-respondents' perceptions of their middle level managers' leadership styles along both leadership styles and their age" was rejected.

On the other hand, both leadership styles and the faculty member-related profile variates yielded the following r-values and p-values, respectively: -0.080

and 0.155 for sex; -0.066 and 0.249 for civil status; 0.108 and 0.056 for educational attainment; and -0.113 and 0.052 for years in service. The p-values were greater than the 0.05 significance level indicating no significant relationships between the pairs of variables which led to the acceptance of the hypothesis which says, "there are no significant relationships between the faculty-respondents' perceptions of their middle level managers' leadership styles along both leadership styles and their sex, civil status, educational attainment, and years in service."

20. A computed chi-square of 14.09 was obtained in the perceived leadership styles between the faculty-respondents and middle level manager-respondents. The value was very much higher than the critical chi-square value of 4.60. This information indicated that there were significant differences in perceived leadership styles between the two groups of respondents. So, the hypothesis, "there is no significant difference in the perceived leader styles between the faculty-respondents and middle level manager-respondents" was rejected.

21. Seventy three or 48.6 percent of the faculty-respondents who thought their middle level managers were transformational leaders were slightly satisfied and 51 or 44.3 percent of them, under a transactional leader, were also slightly satisfied. On the other hand, 54 or 36.0 percent of the faculty-respondents were very satisfied under a transformational leader, and the same was felt by 40 or 34.8 percent of them under a transactional leader. The trend in the level of job

satisfaction from slightly satisfied to very satisfied are similar under the two types of leadership styles. However, the faculty-respondents who thought their middle level managers were both transformational and transactional leaders, a greater number or proportion were very satisfied at 20 or 48.3 percent compared to 23 or 39.7 percent who were slightly satisfied. The overall job satisfaction of faculty-respondents under transformational leaders were slightly satisfied (mean of 4.27), same with those under the transactional leaders (mean of 4.03) and also those under both leaderships styles (mean of 4.18).

22. A 0.564 coefficient of correlation was obtained accompanied by a p-value of 0.000. The accompanying p-value was lower than the 0.05 significance level which meant that a significant relationship was present between the two mentioned variables. Hence, the hypothesis, "there is no significant relationship between leadership styles of middle level managers along transformational leadership as perceived by faculty-respondents and their job satisfaction" was rejected.

23. A 0.581 coefficient of correlation was obtained accompanied by a p-value of 0.000. The accompanying p-value was lower than the 0.05 significance level which meant that a significant relationship was present between the two mentioned variables, thus, the hypothesis, "there is no significant relationship between leadership styles of middle level managers along the transactional leadership as perceived by faculty-respondents and their job satisfaction" was rejected.

24. A 0.582 coefficient of correlation was obtained accompanied by a p-value of 0.000. The accompanying p-value was lower than the 0.05 significance level which meant that a significant relationship was present between the two mentioned variables; therefore, the hypothesis, "there is no significant relationship between the leadership styles of middle level managers along both leadership styles as perceived by the faculty-respondents and their job satisfaction" was rejected.

Conclusions

The following conclusions were drawn based on the findings of the study.

1. Most of the faculty-respondents were in their late 30s with a mean age of 38.98 years old, females, married, college graduates with masteral units and a mean length of service of 11.79 years.

2. Most of the middle level manager-respondents were in their late 40s with a mean age of 49.17 years old, with doctoral degree, four or 8.33% were master's degree holders, and were holding the position for 7.73 years.

3. Most of the middle level manager-respondents were promoted through the recommendation of the head of office and through a search committee, rated by the personnel of the unit they were to be assigned, and were evaluated on the following criteria - educational attainment, relevant trainings and awards, experience, physical characteristics, personality traits, potentials, and outstanding performance.

4. Most of the faculty-respondents perceived their supervisors as transformational leaders, while the middle level manager-respondents perceived themselves as transformational leaders as well.

5. Middle level manager-respondents' leadership styles, as perceived by themselves in terms of transformational, transactional, and both leadership styles, were not significantly related to their age, sex, civil status, educational attainment, and years of service as middle level manager.

6. The faculty-respondents' perceptions regarding middle level managers' leadership style along the transformational leadership was inversely and significantly related with their age and years in service as teachers, but not with sex, civil status, and educational attainment.

7. The faculty-respondents' perceptions regarding middle level managers' leadership style along the transactional leadership was directly and significantly related with their educational attainment, but not with age, sex, civil status, and years of service.

8. The faculty-respondents' perceptions regarding middle level managers' leadership style along both leadership styles was inversely and significantly related with their age and years in service as teachers, but not with sex, civil status, and educational attainment.

9. The claim of the two groups of respondents regarding the particular leadership styles exhibited by middle level managers was different.

8. The faculty-respondents were slightly satisfied with their work as teachers.

9. The perceptions of the faculty-respondents about the leadership styles of their immediate supervisors along transformational, transactional, and both leadership styles were significantly related with their job satisfaction.

Recommendations

In view of the foregoing findings and conclusions, the following recommendations are advised:

1. The middle level managers should be contingent with the practice of leadership styles depending upon the situation.

2. It would have been better if the job satisfactions of the faculty-respondents under the two types of leadership styles were determined, so that middle managers would be informed which leadership style induces maximum productivity among their subordinates.

3. The faculty-respondents as a whole were satisfied with the leadership behaviors of their middle level managers, so, there is a need for middle level managers to vary their leadership styles.

4. The middle level managers may adjust their leadership behaviors and not for the subordinates to adjust to their leadership styles most of the time as revealed by the significant relationship between leadership style and job satisfaction.

5. State universities and colleges may formulate a humane, just and fair selection and evaluation in designating an employee for a middle level managerial position like taking into account the educational attainment, intelligence, and rating of the unit where the person is to be promoted or assigned as middle level manager.

6. A similar study could be conducted to validate the results of the present study by using different instruments to determine what particular leadership style increases job satisfaction.

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AP P E N D I C E S



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Approval of the Research Title

May 23, 2014

DR. MARILYN D. CARDOSO
 Dean, College of Graduate Studies
 Samar State University

Madam:

In my desire to start writing my dissertation proposal in my major field, may I have the honor to submit for approval one of the following problems, preferably number 1:

1. "TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP STYLES OF MIDDLE LEVEL MANAGERS OF SUCs: THEIR RELATIONSHIP TO FACULTY JOB SATISFACTION"
2. "LEADERSHIP STYLES AND DECISION MAKING OF MIDDLE LEVEL MANAGERS OF SUCs: ITS EFFECT TO EMPLOYEES' PERFORMANCE"
3. "FACULTY EVALUATION PROGRAM: ITS EFFECT TO EMPLOYEES' MORALE"

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) LAURA B. BOLLER
 Researcher

Approved:

(SGD.) MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies
 Samar State University



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Assignment of Adviser

May 30, 2014

DR. DEBORAH T. MARCO
 Professor, College of Graduate Studies
 Samar State University

Madam:

Please be informed that you have been designated as adviser of MS. LAURA B. BOLLER candidate for the degree, Doctor of Philosophy major in Educational Management who proposes to write a dissertation on "TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP STYLES OF MIDDLE LEVEL MANAGERS OF SUCs: THEIR RELATIONSHIP TO FACULTY JOB SATISFACTION".

Thank you for your cooperation.

Very truly yours,

(SGD.) **MARILYN D. CARDOSO, Ph.D.**
 Dean, College of Graduate Studies
 Samar State University

CONFORME:

(SGD.) **DEBORAH T. MARCO, Ph.D.**
 Professor, College of Graduate Studies
 Samar State University



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Dec. 9, 2014

DR. AVELINA N. BERGADO
 University President
 Northwest Samar State University
 Calbayog City

Madame:

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Leadership Styles of Middle-Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders"**

In view of this, the undersigned requests your approval to conduct the test and re-test for the validation her questionnaires to 10 faculty members and all college deans and / or associate deans of your school **the soonest time possible**. Rest assured that collected answers and/or data will be treated with utmost confidentiality.

Thank you very much for your kind assistance and more power.

Respectfully yours,
(SGD.) LAURA B. BOLLER
 Researcher

Noted:

(SGD.) MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies

Approved:

(SGD.) AVELINA N. BERGADO, Ph.D.
 University President
 Northwest Samar State University



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Dec. 12, 2014

DR. DELIA T. COMBISTA
 College President
 Palompon Institute of Technology

Madame:

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **“Leadership Styles of Middle-Level Managers of SUC’s and Job Satisfaction of Faculty: Input for the Selection of Leaders”**

In view of this, the undersigned requests your approval to conduct research in your institution and to administer her questionnaires to faculty members, college deans and / or associate deans of your school **the soonest time possible**. Rest assured that collected answers and/or data will be treated with utmost confidentiality.

Thank you very much for your kind assistance and more power.

Respectfully yours,
(SGD.) LAURA B. BOLLER
 Researcher

Noted:

(SGD.) MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies

Approved:

(SGD.) DELIA T. COMBISTA, Ph.D.
 College President
 Palompon Institute of Technology



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Dec. 12, 2014

DR. PROSE IVY G. YEPES
 University President
 Southern Leyte State University

Madam :

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Leadership Styles of Middle-Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders"**

In view of this, the undersigned requests your approval to conduct research in your institution and to administer her questionnaires to faculty members, college deans and / or associate deans of your school **the soonest time possible**. Rest assured that collected answers and/or data will be treated with utmost confidentiality.

Thank you very much for your kind assistance and more power.

Respectfully yours,
(SGD.) LAURA B. BOLLER
 Researcher

Noted:

(SGD.) MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies

Approved:

(SGD.) PROSE IVY G. YEPES
 University President
 Southern Leyte State University



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Dec. 12, 2014

ATTY. MAR P. DE ASIS
 University President
 University of Eastern Philippines
 Catarman N. Samar

Sir :

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Leadership Styles of Middle-Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders"**

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Thank you very much for your kind assistance and more power.

Respectfully yours,
(SGD.)LAURA B. BOLLER
 Researcher

Noted:

(SGD.)MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies

Approved:
(SGD.) ATTY. MAR P. DE ASIS
 University President
 University of Eastern Philippines



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Jan. 12, 2015

DR. EDMUNDO A. CAMPOTO

University President

Eastern Samar State University

Borongan E. Samar

Sir :

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Leadership Styles of Middle-Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders"**

In view of this, the undersigned requests your approval to conduct research in your institution and to administer her questionnaires to faculty members, college deans and / or associate deans of your school **the soonest time possible**. Rest assured that collected answers and/or data will be treated with utmost confidentiality.

Thank you very much for your kind assistance and more power.

Respectfully yours,
(SGD.)LAURA B. BOLLER
 Researcher

Noted:

(SGD.)MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies

Approved:

(SGD.)EDMUNDO A. CAMPOTO, Ph.D
 University President
 Eastern Samar State University



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Jan. 12, 2015

DR. JUDE A. DUARTE
 University President
 Leyte Normal University
 Tacloban City

Sir :

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Leadership Styles of Middle-Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders"**

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Thank you very much for your kind assistance and more power.

Respectfully yours,
(SGD.)LAURA B. BOLLER
 Researcher

Noted:

(SGD.)MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies

Approved:

(SGD.) JUDE A. DUARTE, Ph.D
 University President
 Leyte Normal University



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Jan. 12, 2015

DR. DOMINADOR O. AGUIRRE
 University President
 Eastern Visayas State University
 Tacloban City, Leyte

Sir :

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Leadership Styles of Middle-Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders"**

In view of this, the undersigned requests your approval to conduct research in your institution and to administer her questionnaires to faculty members, college deans and / or associate deans of your school **the soonest time possible**. Rest assured that collected answers and/or data will be treated with utmost confidentiality.

Thank you very much for your kind assistance and more power.

Respectfully yours,
(SGD.) LAURA B. BOLLER
 Researcher

Noted:

(SGD.) MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies

Approved:
(SGD.) DOMINADOR O. AGUIRRE, Ph.D.
 University President
 Eastern Visayas State University



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Jan. 12, 2015

DR. MINERVA E. SAÑOSA

OIC- President

Naval State University

Naval, Biliran

Madam:

The undersigned is a post-graduate student of Samar State University under the program Doctor of Philosophy (Ph.D.) major in Educational Management and currently conducting a study entitled **"Leadership Styles of Middle-Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders"**

In view of this, the undersigned requests your approval to conduct research in your institution and to administer her questionnaires to faculty members, college deans and / or associate deans of your school **the soonest time possible**. Rest assured that collected answers and/or data will be treated with utmost confidentiality.

Thank you very much for your kind assistance and more power.

Respectfully yours,
(SGD.)LAURA B. BOLLER
 Researcher

Noted:

(SGD.)MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies

Approved:
(SGD.) MINERVA E. SAÑOSA,Ed.D.
 OIC-President
 Naval State University



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QUESTIONNAIRE FOR FACULTY-RESPONDENTS

November 29, 2014

Dear Sir/Madam:

The undersigned is currently conducting a study entitled "Leadership Styles of Middle-Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders".

In this regard, she earnestly seeks favor by giving your sincere and honest answers to the questions found in this research instrument to help her present accurate and conclusive findings. She requests further, to answer the questions by putting a check mark (/) or by writing needed information on the space provided for.

Rest assured that all your responses will be treated highly confidential.

Thank you very much for your utmost cooperation.

Very truly yours,

(SGD.) LAURA B. BOLLER
Researcher

PART I - PERSONAL DATA

Direction: Supply the information asked by this questionnaire by writing the information or checking the space provided.

Name : (Optional) _____

Age : _____ Sex : _____ Civil Status : _____

Educational Attainment : _____

- _____ Doctoral degree
- _____ Master's Degree w/ doctoral units
- _____ Master's degree
- _____ Bachelor's degree w/MA units
- _____ Bachelor's degree

Length of Service: _____

PART II - LEADERSHIP STYLES OF MIDDLE LEVEL MANAGERS

Direction : Below are descriptive statements of leaders . Indicate the extent to which you agree with the statements by putting a check mark (/) after each statement under appropriate column . The score ranges from 1-5, where 1 is the lowest and 5 is the highest.

Numerical Value	Qualitative Description
1	Totally Disagree
2	Moderately Disagree
3	Undecided
4	Moderately Agree
5	Totally Agree

Statements	1	2	3	4	5
1. He/she makes others feel good to work with him/her.					
2. He/she encourages employees to make the most of their real skills and capacities to their jobs.					
3. He/she enables others to think about old problems in new ways.					
4. He/she allows others to know how he/she thinks we are doing.					
5. He/she thinks making risky decisions alone does not bother him/her.					
6. He/she tells others what to do if we want to be rewarded for our work.					
7. He/she is satisfied when others meet agreed upon standards.					
8. He/she is contented to let others continue working in the same way as always.					
9. Others are proud to be associated with him/her.					
10. He/she helps others find meaning in our work.					
11. He/she provides others with new ways of looking at puzzling things.					
12. He/she gives personal attention to others who seem rejected.					
13. He/she thinks intuition is the best guide in making decisions.					

14. He/she provides recognition/ rewards when others reach their goals.					
15. As long as things are working, he/she does not try to change anything.					
16. Whatever others want to do is O.K. with him/her.					
17. He/she talks about his/her most important values and beliefs to us.					
18. He/she articulates a compelling vision for the future.					
19. He/she gets others to rethink ideas that we had never questioned before.					
20. He/she gives careful attention to the working conditions of his/her employees.					
21. He/she makes quick decisions when necessary.					
22. He/she clearly clarifies the responsibility for achieving targets.					
23. He/she tells others the standards they have to know to carry out their work.					
24. He/she doesn't care much what others do unless the work is absolutely essential.					

PART III- FACULTY JOB SATISFACTION

The following statements describe various aspects of teachers' job satisfaction within a school. After reading each statement, indicate the extent to which you agree with the statement by putting a mark after each statement under the appropriate column that best reflects your opinion. The response options range from:

Numerical Value

1

2

3

4

5

Qualitative Description

Very Dissatisfied

Slightly Dissatisfied

Uncertain

Slightly Satisfied

Very Satisfied

How satisfied are you with:	1	2	3	4	5
1. The type of encouragement your dean gives you at work.					
2. Academic achievement of students in your school compared with state standard.					
3. Your dean's ability to encourage good relationship among teachers.					

4. Your dean's ability to foster academic achievement of students in your school.					
5. The measures your dean takes to ensure security of staff.					
6. Your dean's sensitivity to the needs of teachers.					
7. The number of times your dean organizes seminars or workshops.					
8. The extent of students' participation in extracurricular activities.					
9. Your dean's ability to organize discussions and sharing of ideas among teachers.					
10. The extent to which your dean allows you the freedom to use different techniques in teaching.					
11. The way your dean evaluates your teaching skill.					
12. The number of times your dean offers to you the opportunity to advance in your ideas.					
13. The way teachers are allowed to join in decision making that affects them.					
14. The amount of freedom your dean allows you to make innovations in your area of expertise.					
15. The extent to which your dean encourages and supports redesign of school programs.					
16. Your dean's effort to arouse students' interest in achieving the objectives of instruction.					
17. The way your dean synchronizes personal goals with school goal.					
18. The way your dean forms task force committees to look into problems that require immediate attention.					
19. The kind of friendly atmosphere your dean creates.					
20. Your dean's ability to ensure maintenance of your school building.					
21. The extent of your students' involvement in school decision-making.					
22. The way your dean encourages you to engage in effective teaching strategy.					
23. The ability of your dean to mobilize teachers in social relationship.					
24. The extent to which your dean encourages students to evaluate their academic progress.					

Thank you so much for your cooperation.



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QUESTIONNAIRE FOR MIDDLE LEVEL MANAGER-RESPONDENTS

November 29, 2014

Dear Sir/Madam:

The undersigned is currently conducting a study entitled "Leadership Styles of Middle- Level Managers of SUC's and Job Satisfaction of Faculty: Input for the Selection of Leaders".

In this regard, she earnestly seeks favor by giving your sincere and honest answers to the questions found in this research instrument to help her present accurate and conclusive findings. She requests further, to answer the questions by putting a check mark (/) or by writing needed information on the space provided for.

Rest assured that all your responses will be treated highly confidential.

Thank you very much for your utmost cooperation.

Very truly yours,

(SGD.) LAURA B. BOLLER
Researcher

PART I - PERSONAL DATA

Direction: Supply the information asked by this questionnaire by writing the information or checking the space provided.

Name : (Optional) _____

Age : _____ Sex : _____ Civil Status : _____

Educational Attainment : _____ Doctoral degree
 _____ Master's Degree w/doctoral units
 _____ Master's degree
 _____ Bachelor's degree w/MA units
 _____ Bachelor's degree

Years as Middle level manager : _____

PART II -SELECTION PROCESS FOR MIDDLE-LEVEL MANAGERS POSITION

Direction: Below are several criteria that are used in the selection of a middle-manager. Please provide the necessary information by putting a check on appropriate column.

As College Dean/Campus Director, I...	YES	NO
1. Submitted application documents for the Deanship position		
2. Nominated by HRMO or any employee		
3. Selected by a committee e.g. Personnel Selection Board		
4. Recommended by the Head of Office		
5. Rated by the employees where the manager will be assigned		
6. Evaluated through the following areas:		
a. Performance		
b. Educational Attainment		
c. Relevant Trainings and Awards		
d. Experience		
e. Physical Characteristics		
f. Personality Traits		
g. Potentials		
h. Outstanding Accomplishments		
i. Others, pls. specify-----		

PART III - LEADERSHIP STYLES OF MIDDLE LEVEL MANAGERS

Direction : Below are descriptive statements of leaders . Indicate the extent to which you agree with the statements by putting a check mark after each statement under appropriate column . The score ranges from 1-5, where 1 is the lowest and 5 is the highest.

Numerical Value	Qualitative Description
1	Totally Disagree
2	Moderately Disagree
3	Undecided
4	Moderately Agree
5	Totally Agree

Statements	1	2	3	4	5
1. I make others feel good to work with me.					
2. I encourage employees to make the most of their real skills and capacities to their jobs.					

3. I enable others to think about old problems in new ways.					
4. I allow others to know how I think they are doing.					
5. I think making risky decisions alone does not bother me.					
6. I tell others what to do if they want to be rewarded for their work.					
7. I am satisfied when others meet agreed upon standards.					
8. I am contented to let others continue working in the same way as always.					
9. Others are proud to be associated with me.					
10. I help others find meaning in their work.					
11. I provide others with new ways of looking at puzzling things.					
12. I give personal attention to others who seem rejected.					
13. I think intuition is the best guide in making decisions.					
14. I provide recognition/ rewards when others reach their goals.					
15. As long as things are working, I do not try to change anything.					
16. Whatever others want to do is O.K. with me.					
17. I talk about my most important values and beliefs to my employees.					
18. I articulate a compelling vision for the future.					
19. I get others to rethink ideas that they had never questioned before.					
20. I give careful attention to the working conditions of my employees.					
21. I make quick decisions when necessary.					
22. I clearly clarify the responsibility for achieving targets.					
23. I tell others the standards they have to know to carry out their work.					
24. I don't care much what others do unless the work is absolutely essential.					

CURRICULUM VITAE

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CERTIFICATE OF RECOGNITION

CERTIFICATE OF RECOGNITION for the leadership role and invaluable services rendered as FACULTY of the College of Education which was adjudged as “ Better College for CY 2013” by the SSU Performance Management Team given at Samar State University last February 18, 2014.

CERTIFICATE OF RECOGNITION for the for the valuable contribution as GUEST SPEAKER during the Culminating Activity of the STEPCC DAYS CELEBRATION held at Northwest Samar State University, San Jorge Campus held last February 20, 2014.

CERTIFICATE OF RECOGNITION for the sincere commitment, exemplary contribution and meritorious service rendered as SCHOOL PAPER ADVISER for Secondary during the 2014 Division elementary and Secondary Schools Press Conference (DESSPC) held at Social Hall, Samar National School, Catbalogan City last October 22-24, 2014.

CERTIFICATE OF RECOGNITION for the valuable contribution as GUEST SPEAKER during the Culminating Activity of the Samar College High School Department for the 2014 National Reading Month Celebration with the theme “

Nasa Pagbasa and Pag-asa” held at Samar College Auditorium last November 28, 2014.

CERTIFICATE OF RECOGNITION for the sincere commitment, exemplary contribution and meritorious service rendered as COACH, 7TH PLACE WINNER FOR NEWS WRITING - ENGLISH for Secondary during the 2014 Regional Secondary Schools Press Conference (RSSPC) held at Sogod Central School, Sogod Southern Leyte last December 2-23, 2014.

CERTIFICATE OF RECOGNITION for the leadership role and invaluable services rendered as FACULTY of the College of Education which was adjudged as “ Best College for CY 2012” by the SSU Performance Management Team given at Samar State University last January 14, 2013.

CERTIFICATE OF RECOGNITION for the laudable service rendered as GUEST SPEAKER during the Closing Exercises of Pagsanghan Central Elementary School with the theme “ Building the Nation’s Future Leaders Through the K to 12 Basic Education Program” held at Pagsanghan Central Elementary School, Pagsanghan Samar last March 20, 2013.

CERTIFICATE OF RECOGNITION for the meritorious and outstanding performance as RESOURCE SPEAKER during the 2012 Career Guidance

Program held at Guinsorongan Integrated School, Catbalogan City last March 5, 2012

CERTIFICATE OF RECOGNITION for the valuable professional service and assistance rendered as LET RESOURCE SPEAKER to the fourth year BEED and BSED students during the Seminar in the BEED and BSED Curricula for the school year 2011-2012 held at Samar College last March 13, 2012.

CERTIFICATE OF RECOGNITION for the commendable service rendered as FACILITATOR during the SAMAR STUDENT LEADERSHIP CAMP held at Northwest Samar State University, Calbayog City last April 12-14, 2012.

CERTIFICATE OF RECOGNITION for the invaluable service rendered as FACILITATOR during the In- House Seminar Workshop entitled "Towards Excellence in Teaching" as part of the University's Centennial Celebration with the theme, " Continuously Upholding a Century of Transformations" held at Audio- Visual Center, Samar State University, Catbalogan City last May 16-18, 2012.

CERTIFICATE OF RECOGNITION for the indefatigable contribution as JUDGE during the PASUNDAYAG 2012 held at Maceda Gymnasium, Samar State University, Main Campus, Catbalogan City last December 19, 2012.

CERTIFICATE OF RECOGNITION for the valuable professional service and assistance rendered as LET RESOURCE SPEAKER to the fourth year BEED and BSED students during the Seminar in the BEED and BSED Curricula for the school year 2010-2011 held at Samar College last March 18, 2011.

CERTIFICATE OF RECOGNITION for the valuable support and contribution as JUDGE during the 1st SSU PRESS CONFERENCE held in SSU Maceda Gym, Catbalogan City last November 25, 2011.

CERTIFICATE OF RECOGNITION for the valuable service rendered as RESOURCE SPEAKER during the Career Orientation Seminar '10 held at Samar College Audio Visual Room, Samar College, Catbalogan City last January 29, 2010.

CERTIFICATE OF RECOGNITION for the exemplary, commendable and outstanding professional service to her sworn profession, spending years of unquestionable dedication and loyalty to the College to which she has professed to serve, thereby recognized as the year's recipient of the COED DEAN'S AWARD FOR LOYALTY TO SERVICE given at AVR, FH Building, Samar College, Catbalogan Samar last December 3, 2010.

CERTIFICATE OF RECOGNITION for the exemplary, commendable and worth-emulating *Teaching Methodologies and Classroom Management*, as well as that *Overwhelming Respect* accorded to her by Education Students, which categorizes her as superbly unique before them and to the *Teaching Profession*, as a whole, thereby recognized as the year's recipient of the STUDENTS' CHOICE AWARD FOR EXCELLENCE IN TEACHING given at AVR, FH Building, Samar College, Catbalogan Samar last December 4, 2009.

CERTIFICATE OF RECOGNITION for the deep concern and continued commitment to the CAMPUS JOURNALISM program of DedEd Samar Division through his/her meritorious services rendered as COACH OF A DIVISION WINNER and RSSPC Qualifier during the conduct of the 2007 Division Secondary Schools Press conference held at the Redaja Hall, DepEd Samar Division, Catbalogan City held last December 10-11, 2007.

CERTIFICATE OF RECOGNITION for the invaluable assistance, professional commitment and services rendered as COOPERATING TEACHER thereby helping in the success of the Student Teachers of Samar College during their Off-Campus Internship Training, Second Semester, SY 2005-2006 given last March 17, 2006.

CERTIFICATE OF RECOGNITION for the invaluable assistance, professional commitment and services rendered as COOPERATING TEACHER thereby helping in the success of the Student Teachers of Samar College during their Off-Campus Internship Training, Second Semester, SY 2004-2005 given last March 11, 2005.

CERTIFICATE OF RECOGNITION for being the FACILITATOR during the 2-DAY SEMINAR-WORKSHOP ON CAMPUS JOURNALISM held at AVR, Samar College, Catbalogan Samar conducted last October 29-30, 2005.

CERTIFICATE OF RECOGNITION for the outstanding and excellent performance rendered as COACH, 3rd PLACE WINNER FOR PHOTOJOURNALISM - ENGLISH for Secondary during the 2005 Regional Secondary Schools Press Conference (RSSPC) held at Basey I Central Elementary School, Basey Samar conducted last November 26-28, 2005.

CERTIFICATE OF RECOGNITION for the significant contribution as COMMITTEE CHAIRMAN in the Provincial Junior, Senior and Cadet Encampment held at Wright Vocational School, Brgy Lipata Paranas, Samar last January 22-27, 2004.

CERTIFICATE OF RECOGNITION for the invaluable services rendered as COACH in the Catbalogan Inter-School Debate held at Samar National School last August 2, 2004.

CERTIFICATE OF RECOGNITION for the invaluable assistance, professional commitment and services rendered as COOPERATING TEACHER thereby helping in the success of the Student Teachers of Samar College during their Off-Campus Internship Training, First Semester, SY 2004-2005 given last October 15, 2004.

CERTIFICATE OF RECOGNITION for being the FACILITATOR during the 3-DAY SEMINAR-WORKSHOP ON CAMPUS JOURNALISM held at AVR, Samar College, Catbalogan Samar conducted last November 4-6, 2004.

CERTIFICATE OF RECOGNITION for the outstanding and excellent performance rendered as ADVISER, 1st PLACE WINNER FOR FEATURE WRITING - ENGLISH for Secondary during the 2004 Regional Secondary Schools Press Conference (RSSPC) held at Leyte National High School , Tacloban City conducted last December 9-10, 2004.

CERTIFICATE OF RECOGNITION for being the FACILITATOR in the Provincial Star Holiday held in the Samar Girl Scout Council, Catbalogan Samar last February 28- March 2, 2003.

CERTIFICATE OF RECOGNITION for the unselfish contributions rendered as the RESOURCE SPEAKER thereby contributing in the success of the Senior Planning Board and Chief Scout Medalist Orientation held at Samar Girl Council, Catbalogan, Samar given last July 11, 2003.

CERTIFICATE OF RECOGNITION for the unselfish contributions rendered as the RESOURCE SPEAKER thereby contributing in the success of the Junior Journalist Guild Training held at Samar Girl Council, Catbalogan, Samar conducted last September 13-15, 2003.

SEMINARS, TRAININGS, WORKSHOPS AND CONFERENCES

ATTENDED

TITLE OF SEMINAR	Sponsoring Agency	DATE
Research Proposal Writeshop	Samar State University Catbalogan City	July 8-9, 2014
Participatory Rural Appraisal (PRA) Training	Samar State University Catbalogan City	Aug. 27-29, 2014
Division Secondary Schools Press	DepEd City Division	Oct. 22-24, 2014

Conference		
Regional Secondary Schools Press Conference	DepEd Region VIII	Dec. 12 – 16, 2014
Regional Training for Grade 8 (K-12)	DepEd Region VIII	May 7-11, 2013
Seminar Workshop for SSU Personnel	Samar State University Catbalogan City	May 23-24, 2013
Crossing the Verge of Autism	Samar State University Catbalogan City	January 16, 2012
In-House Seminar Workshop for SSU Academic Personnel	Samar State University Catbalogan City	May 16-18, 2012
Seminar- Workshop on Crafting Strategic Performance Management System and Human Resource Plan	Civil Service Commission Regional Office	Aug. 28-29, 2012
5 th In-House Service Training on the Use and Operation of Multimedia Equipment and learning System Units	Samar State University Catbalogan City	Sept. 27, 2012
Training on Examination	Civil Service Commission	Sept. 28, 2012

Administration	Regional Office	
Strategic Planning Workshop for COED	Samar State University Catbalogan City	Aug. 19, 2011
2 nd Phase Basic Computer Literacy Training	Samar State University Catbalogan City	Nov. 25, 2011
Regional Congress for Student Teachers and Mentors	PAFTE Region VIII Leyte Normal University	Feb. 2, 2010
Problem-Based Learning in the Teaching-Learning Process: A Dynamic Approach	Center for Human Research and Development Ateneo de Manila University	Oct. 18-19, 2010
Lecture on Writing Poetry, Fiction, and Creative Non-Fiction	English Language Specialist Program, American Embassy with Leyte Normal University	Sept. 29, 2009
Seminar and General Assembly for Teacher Educators	PAFTE Region VIII Leyte Normal University	Sept. 20, 2008
Division Secondary Schools Press Conference	DepEd Division Office	Dec. 11, 2007

Council Board Orientation	Girl Scouts of the Philippines, Samar Chapter	August 14-15, 2006
Division Secondary Schools Press Conference	DepEd Division Office	Nov. 24-25, 2006
2005 National School Press Conference	DepEd National Surigao City, Caraga Region	Feb 21-25, 2005
INSET Program for Private Secondary School Teacher	Fund For Assistance to Private Education (FAPE)	April 12 -15, 2005
Training-Workshop on Research Proposal Writing	Samar College Catbalogan City	Jan 14-17, 2004
40 th Regional Junior and Senior Encampment	Girl Scout of the Philippines Camp Marina Yulo- Vargas, Capitol Hills, Cebu City	May 28 - 22, 2004
Catbalogan Inter-School Debate	DepEd Samar Division	Aug. 12, 2004
Seminar on a New Approach to	Philippine Teachers'	Sept. 5, 2004

Values Education	Association for the Research of Principles	
2004 Regional Secondary Schools Press Conference	Leyte National High School Tacloban City	Dec. 9 - 10, 2004
Quality Teaching Equals Effective Learning	Fund For Assistance to Private Education (FAPE)	January 18, 2003
Research Congress	Samar College Catbalogan City	Feb. 13, 2003
Page VIII General Assembly	Leyte Normal University Tacloban City	Feb. 22, 2003
Seminar - Workshop on the Implementation of 2002 BEC	Samar College Catbalogan City	June 10-13, 2003
Council Board Training	Girl Scouts of the Philippines, Samar Chapter	July 28-29, 2003
Fourth Visayas Red Cross Youth Camp	Philippine National Red Cross at Sunken Garden	May 26-31, 2002

	Maasin City	
Basic Leadership Course	Girl Scouts of the Philippines, Samar Chapter	Sept.3-15, 2002
2002 Regional Secondary Schools Press Conference	DepEd Region VIII Borongan E. Samar	Nov. 29-30, 2002
Regional Junior and Senior Encampment	GSP at Camp Marina Yulo- Vargas, Capitol Hills, Cebu City	April 1 - 5, 2001
INSET Regional Teacher's Training	FAPE, Holy Infant College, Tacloban City	April 16-21, 2001
Council Board Orientation	GSP Samar Chapter	Sept. 16, 2001
Seminar-Workshop on Campus Journalism	Samar College	Sept. 20-21, 2001
Seminar-Workshop on HIV/ Aids	Family Planning Office of the Philippines(FPOP) Bye's Place Catbalogan	Sept. 29, 2001
2001 Regional Secondary School's	DepEd Region VIII	Nov. 23-24,

Press Conference	Baybay National High School	2001
Seminar-Workshop On English Linguistics For English Teachers	UP Linguistics Dept. Tacloban City	May 8-12, 2000
Training-Workshop in Speech Improvement	Samar College Catbalogan City	May 22-26, 2000
2000 INSET Regional Teacher's Training,	FAPE Tacloban City	May 23 - June 3, 2000
Teaching Strategies for the New Millennium	St. Scholastica's College, Tacloban City	Aug. 12, 2000

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