

**LEADERSHIP STYLES OF HEAD TEACHERS IN SELECTED
DISTRICTS IN THE DIVISION OF SAMAR:
ITS INFLUENCE ON TEACHERS
PERFORMANCE**

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of the Degree


Master of Arts in Education

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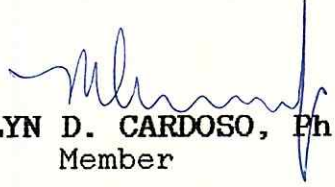
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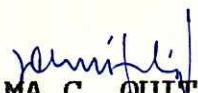
In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION (MAEd)**, this thesis entitled "**LEADERSHIP STYLES OF HEAD TEACHERS IN SELECTED DISTRICTS IN THE DIVISION OF SAMAR: ITS INFLUENCE ON TEACHERS PERFORMANCE**" has been prepared and submitted by **Mr. Cesar P. Del Rosario**, who having passed the Comprehensive Examination is hereby recommended for oral examination.


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Approved by the Committee on Oral Examination with a rating of passed.

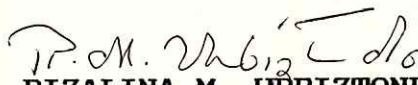

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C. P. D. R.



DEDICATION

*This precious masterpiece, a labor of love and inspiration,
is humbly and lovingly dedicated to
my family, especially to
my understanding, cooperative and
ever-supportive wife.*

Day Carol;

my children:

Jun²;

Ann²;

Tak²;

and

Arnel.

Do Cesar

ABSTRACT

The main purpose of this study was to determine the leadership style of head teachers in selected districts in the Division of Samar. The normative-descriptive method of research was used in this study using the questionnaire-checklist as the main instrument in gathering the data. This study was conducted during the school year 1998-1999. The monotheistic leadership style practiced by the head teachers and the performance of the teachers were significantly correlated with one another. This was proven by the computed r_s which denoted an inverse moderate relationship. The three categories of respondents have different perceptions and views relative to the extent of influence of the leadership styles practiced by the head teachers on the performance of the teachers. This can be attributed to the independence of their individual assessment regarding the above mentioned subject. The gravity of the practice of the nomothetic leadership style from the minimum to the full extent moderately affects the productivity of the teachers in an inverse manner. This can be attributed to the quest of the teachers to be treated fairly and justified by their superiors. The strong commitment to public service of the teachers and their awareness of their primordial duty stabilized their "very satisfactory" and commendable performance such that they can never be affected by the idiographic and transactional leadership styles practiced by their respective head teachers.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

The philosophy of leadership is the science which not only includes the theory of knowledge, but also investigates the facts and principles of reality and of human nature and conduct (The Modern Teacher, 1986: 38).

As early as the 60th century B. C., Lao Tsu, a chinese philosopher, said of leadership (Ostrander and Dethy, 1969: 49):

A leader is best when people barely learn that he exist, not so good when people obey and acclaim him, worst when they despise him, fail to honor people, they fail to honor you.

But of a good leader who talks little, when his work is done his aim fulfilled, they will say, "*we did this ourselves*".

A leader in a group is recognized by the members as superior in knowledge and skill in reaching a certain goal, although in the group process, the leader is not thought of as better than or superior to those in the group.

Today, as before, there is an urgent and imperative need for leaders who will guide people safely, to prevent not only individuals from perishing, but civilization itself. A leader can develop individuals to the maximum to become responsible leaders of tomorrow. These cultivated individuals can direct others to get work done or influence others to modify human behavior.

Such leaders are urgently needed in a democratic society, such as ours, for leadership in such a society is full of opportunity. That leadership has the responsibility to discover goals which are vital, calling forth a maximum cooperative effort, to set up a system of values which enables the group to define, select, or choose the needs and interest of major concern, to instill in others a desire to belong and to take active part in the group action, to discover skills, competencies, interests, and abilities and use them at their best, to develop good relations.

Plato and Aristotle, even before Christ, believed that leadership is a work of love in its finest sense. It implies forgetfulness of self, casting off everything that binds the leaders to material things - like Rizal, Lincoln, Sun Yat-Sen, and Gandhi. They believe that persons interested in amassing material wealth for themselves will not make good leaders. They further believe that success in leadership is measured in terms of the amount of good influence he has exerted upon his community (Lizardo, 1986:67).

Leadership in the work situation, however, does not belong to the order of instructive behavior. Doing what comes naturally in striving for leadership often leaves much to be desired (Golembiewski, 1979:323).

Leadership occurs between people, involves the use of influence, and is used to attain goals. Influence means that the relationship among people is not passive. Moreover, influence is designed to achieve some ends or goals. By definition, leadership is the ability to influence other people toward the attainment of goals. It captures the ideas that leaders are involved with other people in the achievement of objectives. Leadership is a "people" activity, distinct from administrative paper shuffling or problem-solving activities. Leadership is dynamic and involves the use of power. Power is important for influencing others, because it determines whether a leader is able to command compliance from followers (Daft, 1969: 368).

The leader's act of motivation is similar in effect to that of the secret chemical that turns the insect pupa into a butterfly with all the beauty that was the pupa's potential. Leadership transform potential into reality. Leadership is the ultimate act that brings to success all the potential that is in the organization and its people.

Leaders apply different leadership styles. A positive, participative, considerate leader tends to be more effective in typical situations. However, a more autocratic style can be successful in situation that are either favorable or very unfavorable to a leader.

Head teachers have somewhat different leadership roles because they are the point of direct contact with most teachers. When an organization is compared to an arch, the supervisor is the keystone uniting higher leadership with subordinates.

With all facts and ideas about an ideal leader, the researcher would like to study what particular leadership style school heads particularly the head teachers practice that has much influence in dealing with the subordinates.

As a preliminary observation of the researcher, the head teachers in the different elementary schools within the Division of Samar adopt different leadership styles as they consider contingent and appropriate in a certain situation. There are some who are more autocratic while others are democratic. But inspite of the differences in the leadership style assumed by the head teachers, the Division of Samar, for the past four years, had been in the lead in terms of performance in the National Elementary Achievement Test (NEAT). In this premise therefore, the researcher would like to know what leadership style serves as the motivating factor on the part of the teachers in the Division of Samar that made them to top in the NEAT for the past four years.

Statement of the Problem

This study attempted to determine the leadership styles of head teachers in selected districts in the Division of Samar.

Specifically, it sought answers to the following questions:

1. What is the profile of the elementary school head teachers in selected districts of the Division of Samar with respect to:

- 1.1 sex;
- 1.2 age;
- 1.3 civil status;
- 1.4 educational qualification; and
- 1.5 length of service as head teachers?

2. What is the performance profile of the teachers in the different sample schools?

3. To what extent are the following leadership styles practiced by the head teachers as perceived by themselves, their supervisors and the teachers as:

- 3.1 Nomothetic;
- 3.2 Idiographic; and
- 3.3 Transactional?

4. Are there significant differences among the perceptions of the three categories of respondents on the

extent to which the aforementioned leadership styles are practiced by the head teachers?

5. To what extent do the following leadership styles of head teachers influence the performance of teachers as perceived by the three categories of respondents;

5.1 Nomothetic;

5.2 Idiographic; and

5.3 Transactional?

6. Are there significant differences among the perceptions of the three categories of respondents on the extent of influence of the leadership styles on the performance of the teachers?

7. Is there a significant relationship between the leadership style of head teachers and the performance of their respective teachers?

8. What are the implications of the findings of the study towards improving both the teachers' and head teachers' performance?

Hypotheses

Based on the aforelisted specific questions, the following hypotheses were drawn and tested:

1. There are no significant differences among the perceptions of the three categories of respondents on the extent to which the aforementioned leadership styles are

practiced by the head teachers.

2. There are no significant differences among the perceptions of the three categories of respondents on the extent of influence of the leadership styles on the performance of the teachers.

3. There is no significant relationship between the leadership style of head teachers and the performance of their respective teachers.

Theoretical Framework

This study adopted McGregor's (1960: 6-7) theory of human behavior. It adhered also to Koontz, O'Donell and Weihrich's theory (Koontz, et. al, 1974: 58) which states that the idea of managing involves getting things done through people, and therefore, it should be centered on interpersonal relationships. It further states that when people work together to accomplish objectives, "*people should understand people*". In McGregor's theory, he presented two opposite assumptions which may be implicit rather than explicit but they can be inferred from observing the kinds of actions that managers take.

Theory X of McGregor (1960) as cited by Hicks (1972:294-296) is a traditional set of assumptions about people. It assumes that most people dislike work and will try to avoid it if possible. They engage in various work.

It have restrictions, have little ambition, and will avoid responsibility if all possible. They are relatively self-centered, indifferent to organizational needs and resistant to change.

The common remarks given by an organization are not enough to overcome their dislike for work, so the only way that management can secure high performance is to coerce, control and threaten them.

Theory Y implies a more humane or more supportive approach to managing people. It assumes that people are not inherently lazy. Any appearance they have of being that way is the result of their experiences with organizations; but if management will provide the proper environment to release their potential, work will become so natural to them as play or rest. They will exercise self-direction and self-control in the service of objectives to which they are committed. Management's role is to provide an environment in which the potential of people can be released to work (Murdick & Ross, 1975:47).

Theory Z of Ouchi as cited by Hicks (1972:294-296) emphasizes a more democratic situation in dealing with people. It focuses not only on goals but authority rules. Discipline is important in developing human behavior. They will contribute ideas, share their experiences, masterpiece

and skills, which are needed for group interaction. Considering everybody in decision-making, but responsibility will remain with the individual. In this setting, each one is given a full power to exercise his own duties and responsibilities for the good of the organization.

Conceptual Framework

In Figure 1, the paradigm shows the research environment - the selected complete elementary schools with full-pledge head teachers in the division of Samar, comprising the following: Almagro-Tagapul-an, Basey I, Calbiga, Daram I, Gandara, Hinabangan, Jiabong, Motiong, San Jorge, Sta. Margarita, Tarangnan and Wright I, as presented in the base frame. The big arrows signify the upward movement of the paradigm. The major variables are the head teachers' leadership styles and the teachers' performance as perceived by the teachers which lead them to work efficiently as shown in the side frames. Likewise, the supervisors influence the head teachers manage their subordinate teachers efficiently and effectively. The relationship between these variables is presented by the fine arrows that connect them, such as the comparison of the perceptions of head teachers, supervisors and the teachers on the extent to which the leadership styles practiced by the head teachers as well as the correlation between the

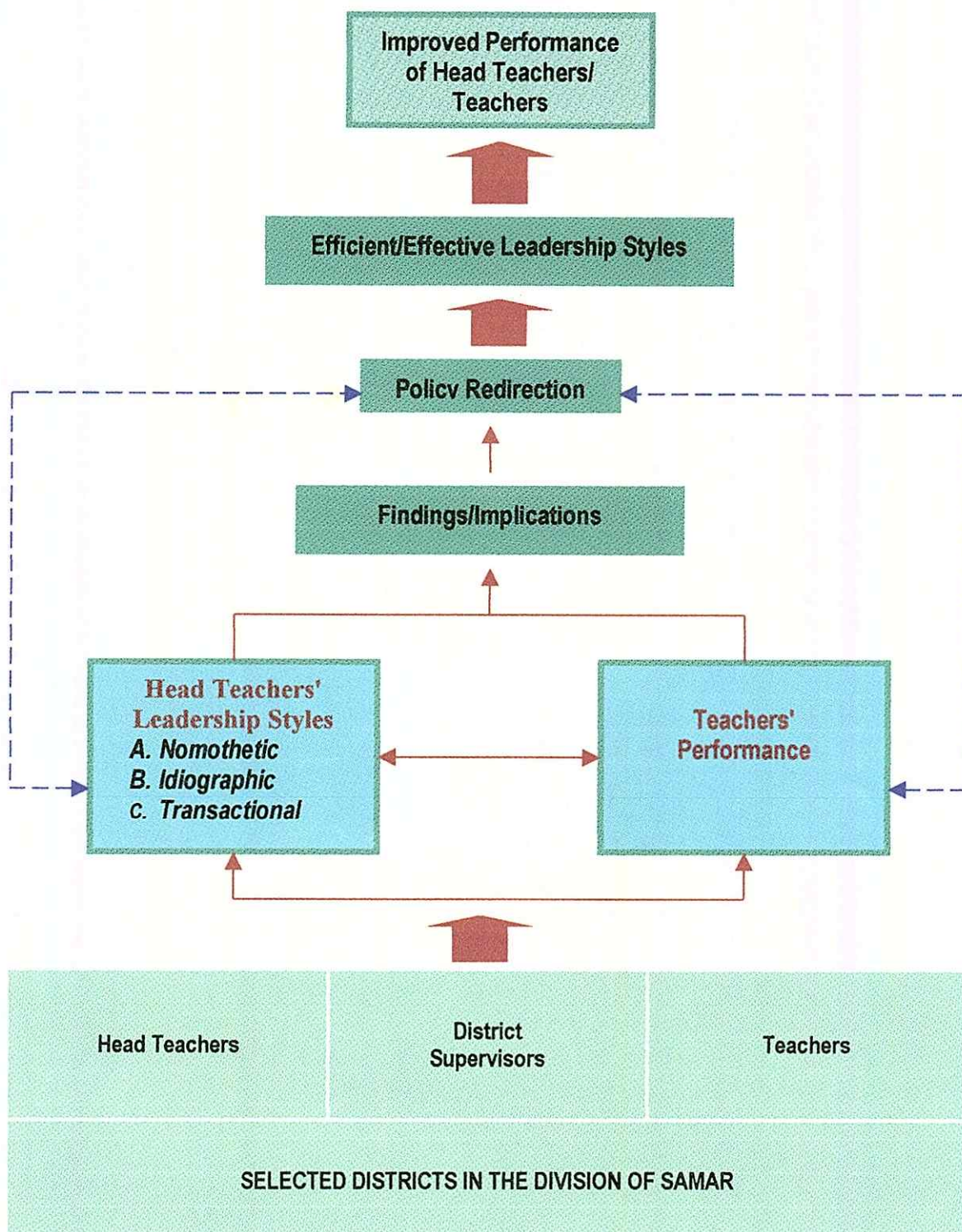


Figure 1. Schematic Diagram of the Conceptual Framework Showing the Research Environment.

leadership style of head teachers and the performance of the teachers. These leadership practices are feed backed to the head of division and therein undergo in-depth study for any policy redirection towards the development of an effective and efficient leader which is expected to improve the performance of school heads in the Division of Samar.

Significance of the Study

Knowledge of dealing with people in all walks of life is very important to the school heads. They cannot secure cooperation from the school personnel and other subordinates if there is no harmonious relation that exists. It is the duty of the school head to find ways and means to make the school personnel cooperative and effective.

In some cases it could be considered that failure of the school heads in achieving their professional goals is due to poor motivation. So, it is important that school heads should possess acceptable leadership qualities to deal effectively with his subordinates.

It is expected that this study on leadership styles will give benefit to the head teachers, to the supervisors, to the teachers, to the future researchers and to the community. The results will be specifically significant to:

The head teachers. The results of this study will enable the head teachers to know which leadership style is

more effective in dealing with teachers and give insights into the needs and problems of the teachers of their respective institutions so that they can help upgrade them professionally through staff development and accrediting their school of the performance achieved.

The teachers. The findings of this study will influence the relationship between the teachers and the head teachers and encourage them to upgrade their educational qualifications and job acceptance so that they can avail the privileges like promotion in positions and salary increases as a result of better performance.

The management. The results of this study will be used by the management in the division office as the basis for policy redirection to improve leadership styles among superiors, so that the subordinates may become more cooperative and helpful, thereby ensuring professional efficiency.

The pupils. The pupils will likewise benefit from this study through the effective and efficient delivery of the service of the teachers as the result of a good superior-subordinate relationship within the school as influenced by the findings of this study.

The community. The community also will be assured of the cooperative effort of the school - head teachers, teachers and pupils, in every undertaking for the development of the community as the result of a homeostasis that is experience inside the whole school environment.

The future researchers. Results of this study will serve as a reference materials for future researchers who will be motivated to conduct a sequential or a parallel inquiry to this present study.

Scope and Delimitation

This study attempted to assess the leadership styles of the elementary school head teachers in relation to the performance of their respective teachers.

Since the study covered the Division of Samar, the researcher used representative sampling of the districts based on their location. The researcher got samples from the island, carline and shoreline districts because these areas have different problems. The sample districts included in this study are: island - Almagro-Tagapul-an, and Daram I; carline - Calbiga, Gandara, Hinabangan, San Jorge and Sta. Margarita; and shoreline - Basey I, Jiabong, Motiong, Tarangnan and Wright I.

This study covered 12 out of 27 disticts in the Division of Samar. It focused only on a complete elementary

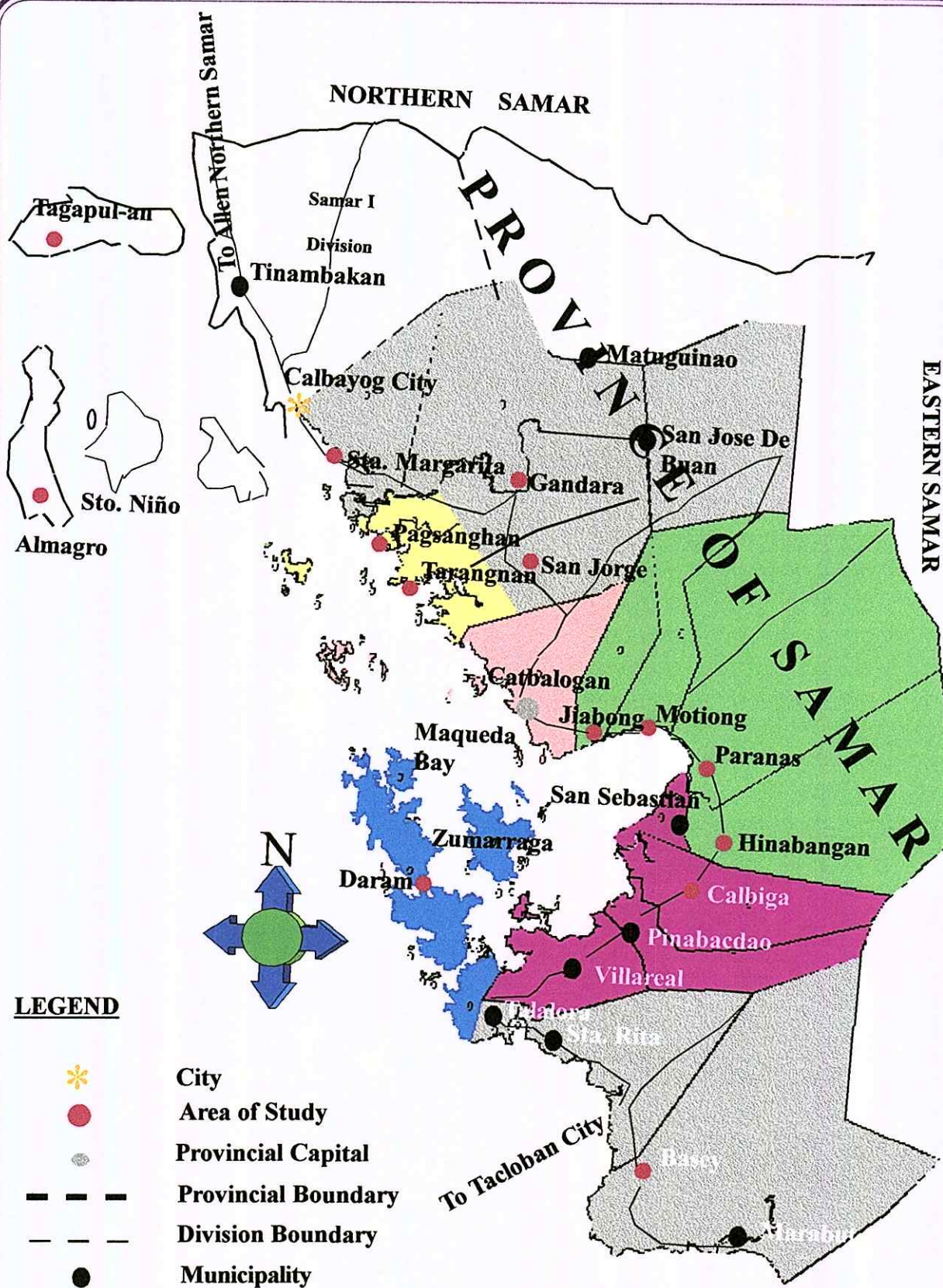


Figure 2 Map of Samar Depicting the Location of the Schools involved in the study

schools headed by head teachers in each district.

This study involved three groups of respondents. The first group was composed of 43 head teachers; the second group was composed of 12 supervisors; and the third was composed of 297 teachers.

This study was conducted during the school year 1998 - 1999.

Definition of Terms

In order to establish a common frame of reference and understanding, the following terms are defined conceptually and operationally as used in this study:

Carline districts. This term refers to the districts situated in a street railway line (Webster, 1979: 1678). In this study it refers to the districts of Calbiga, Gandara, Hinabangan, San Jorge and Sta. Margarita.

Head teachers. This term refers to the appointed teacher who serves as the supervisor in a certain elementary school which has no assigned principal (Jones, 1970: 325). As used in this study, the term head teachers refers to the 43 persons responsible for the district supervision of 297 teachers both academic and physical aspects of the school.

Idiographic leadership style. This style is characterized by behavior that stresses the individuality of people, minimum rules and regulations. Further, this is a

kind of style which has more decentralized authority and highly individualistic when it comes to relationships with subordinates (The Modern Teacher, 1986:68). In this study, it refers to the leadership style practiced by the head teachers as herein technically defined.

Island districts. They refer to the districts situated in a track of land by water (Webster, 1969:77). In this study, they refer to the districts of Almagro-Tagapulan and Daram I.

Leadership. It is defined as a process of influencing the activities of an organized group in the task of goal setting and goal achieving (Stogdill, 1948: 116). Also, it has been conceived of as an attitude of personality - a status title or position recognized in a formal organizational chart and a human function or a role performed in an organized group (Krezevich, 1969: 203). In this study, it refers to the attitude of the head teachers, supervisors and teachers in performing their functions within the organization.

Nomothetic leadership style. It is a leadership style that is characterized by behavior that stresses goal accomplishment, rules and regulations based on law (The Modern Teacher, 1986:68). In this study, it refers to the kind of style practiced by the head teacher which is more on

centralized authority at the expense of the individual teachers.

Perception. This term refers to the act or faculty of perceiving, or something perceived (Webster, 1981:347). In this paper, perceptions is the weighted responses of the head teachers, supervisors and the teachers under the leadership styles.

Performance. It is the act of process of carrying out something (Webster, 1979: 1678). In this study, it refers to the actual performance of the head teachers, supervisors and the teachers which are reflected in their performance rating sheets.

Shoreline districts. They refer to the districts situated at the outline of the shore or at the zone of contact of a body of water with the land (Webster, 1979: 678). In this study, They refer to the districts of Basey I, Jiabong, Motiong, Tarangnan and Wright I.

Style. In this study, it refers to the characteristic manner of expression of certain individual. Further, it refers to the attitude of the head teachers in perceiving the work or task assigned to him.

Supervisors. As used in this study, this term refers to any person responsible for the administration and supervision of the districts regardless of the appointment and status.

Transactional leadership style. It is characterized by behavior that stresses goal accomplishment but which also makes provision for individual fulfillment. This refers to a transactional leader which balances nomothetic and idiographic behavior and carefully utilizes each style as the occasion demands (The Modern Teacher, 1986:68).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies that are related to the present study. The researcher reviewed vital documents, books, magazines and journals, while the related studies were obtained from unpublished master's theses, dissertations and research papers which could be of help in the study. These materials contributed a lot in giving direction to gain better insights in the conduct of the study.

Related Literature

Leadership is the ability of a manager to bring people to work together efficiently in a common cause. Its methods of operation have varied somewhat over the years, but the styles are still identifiable. The most useful style will depend on the leader. Although some characteristics of a leader are inborn, others may be acquired. It is important that the supervisor augment, inherent abilities with acquired abilities.

A man can improve his chances for success when an opportunity to lead comes by cultivating certain behavior. He should be aware of the factors that make for leadership effectiveness and he must practice them. He must have

empathy for his subordinates. He must see things from their point of view. He must walk in his mocassins. He should try to look for the causes of events objectively, even though the problem may be brought to him by an emotional subodinate. He must evaluate it from a distance. It is important that he knows himself. He must know and understand his attitudes, words and actions. He must know the effect his attitudes have on others. And to complicate matters, people do not all respond the same way (Eckles, et. al., 1981:285).

Leadership is a personal endeavor meaning, individuals with different leadership styles seek to satisfy different needs. They respond differently to the threat with the unfavorable situation presents. The performance of the work group depends on the favorable leadership situation and the leader's style (Laveriza, 1990:70).

As expounded by Stoner (1982:468), the specific work group also affects the choice of style. A group that works well together may respond more to a free and open atmosphere than to close supervision. So will a group confident of its ability to solve problems as a unit. But if the work group is too large or too widely dispersed geographically, a participative management style may be different to use.

Getzels, Cuba and Moser (1975:61-63) contributed ideas in developing the terms to describe three styles of leadership. These are:

1. Nomothetic style leads comfortably in a bureaucratic setting characterized by specialization. This style stresses the requirements of the institution and requires conformity of behavior to role expectations. The organization goals are the leaders goal and the means used to achieve these goals are related to the authority vested in the status or position and adherence to specific rules and regulations. This leadership style has the major weaknesses of placing emphasis on the formal structure with its individual aspirations, goals and need satisfaction. In other words, the nomothetic style of leadership is normative and its effectiveness lies in the maintenance of the organization.

2. The second style of leadership is the idiographic style of leadership which is personalized. It is concerned with the well-being of the members, even at the expense of the organization. Organizational demands upon the individual are minimized. Authority is delegated by his leader and his relation to others geared to individual personality need. This suggests that ultimately the leaders behavior might be viewed as incompatible with the best

interests of the organization. The idiographic stylist may work in a democratic setting but only temporarily because sooner or later personal consideration will give way to the more constant organization goals.

3. The transactional style of leadership is characterized by behavior and stresses good accomplishment, but which also makes provision for individual need fulfillment.

Leadership has the responsibility to improve human relations within the group, to furnish expertness along certain lines, and generate leadership in others, and has the responsibility to discover goals which are vital, calling forth a maximum cooperation effort, to set up a system of values which enables the group to define, select, or choose the needs and interests of major concerns, to instill in others a desire to belong and to take active part in the group activity.

Leadership can only be meaningful to the group members, including its leader, if he is aware of their accomplishments and their effects on the personalities that are being enriched and cultivated from within and from without (Lizardo, 1986: 89).

Herzberg's theory enunciated a motivational theory which is called two-factor theory (Ausner & Synderman, 1980:

496-497). These two factors are the motivational factors and the hygiene or maintenance factors. The following are the factors which motivate employee to do superior performance.

1. **Achievement**. This is a feeling of personal accomplishment or the feeling of having done a job well.

2. **Recognition**. This is the state of being recognized for doing a job well such as being complimented by the boss or receiving reward, promotions or salary increase.

3. **Participation**. It refers to being personally involved in one's work, having some responsibility for making decisions about one's job.

4. **Growth**. This applies to challenges of the job itself; and the chance to learn skills, acquire knowledge, achieve development and advancement. As more varied tasks are included in the job under the job enrichment program, the work is made more interesting and challenging; the job becomes more satisfying and the employees become more productive.

The following are the hygiene or maintenance factors which motivate employee to work: 1) company policy and administration; 2) supervision; 3) interpersonal conditions; and 4) working conditions. This two-factor theory indicates that when employees feel good about their job, they are

motivated to work because they found the job challenging and satisfying. When people do not feel good of the working condition they become dissatisfied and productivity decrease.

Miles (1969: 72) suggested five broad groupings in terms of leadership functions of the many leadership roles listed: 1) Motivating function which is keeping the group action moving or getting the group, such as suggesting steps to be taken, pointing out goals proposing procedure clarifying; 2) Regulating function which influencing the tempo of the group's work, such as summarizing, pointing out time limits, restating goals; 3) Informing function which bringing information or opinion to the group; 4) Supporting function which is creating the necessary emotional climate which holds the groups together and makes it easy for the members to contribute to work on the task, such as hamonizing, relieving tension, voicing group feeling; and 5) Evaluating function which is helping the group to evaluate its decisions, goals or procedures, such as testing for concensus, noting group process.

A group needs all five of these functions if it is to survive and get the job done. At the beginning of the group work, initiating functions are much needed. Later, as solutions are proposed, regulating and informing function

may assume much more importance. Supporting and evaluating functions are needed all the way, but especially as the group moves towards final decisions.

Autocratic leader is a leader who tends to centralize authority and rely on legitimate reward, and coercive power to manage subordinates.

Democratic leader is a leader who delegates authority to others, encourages participation, and relies on experts and referent power to manage subordinates (Daft, 1969: 371).

Transactional leader is a leader who clarifies subordinates' role and task requirements, initiate structure, provides rewards, and displays consideration for subordinates.

Inspirational leader is a leader who has the ability to motivate subordinates to transcend their expected performance.

Fiedler (1970:237-239) views management primarily in terms of leadership, which he defines as a personal relationship in which one person directs, coordinates and supervises others in the performance of a common task. Management comprises not only leadership, but also responsibility for result. A manager can lead in either of two ways: 1) By being highly directive and telling people exactly what to do and how to do it; and 2) By involving

the group in the planning and executing of the task, thereby sharing the leadership responsibilities.

It is easier to change the situation than leadership style and that part of the job of upper management might be to transfer a particular lower-level manager to do a job that better fits his or her individual style.

Maslow (1943:370) enunciated a theory on motivation which is known as "Human Need Approach". This approach taken into account other factor affecting motivation on the job, our physical need for air, water, food, shelter and clothing are satisfied, we seek security as well as physical safety. Social needs for companionship and acceptance are the next to be fulfilled. When we are accepted by the group, we then seek to gain their respect and our own, by developing out talents in a manner useful to and appreciated by the group. The highest level of our needs self-actualization can never develop completely fulfilled because no one ever develop abilities to their fullest capacity.

Likert (1961:282) developed a motivational approach. He emphasizes the motivation rather than the person to be motivated, for example supervisors should be using many techniques which includes incentive plans, awards and special recognition, ceremonies as well as stimulating the workers curiosity or desire to be creative.

Vroom (1964:282) has come up with motivational approach. This approach is more of an explanation of behavior and motivation than a concrete plan for motivating behavior. In this, the workers will have definite idea about the preferred outcome. A person may believe that a particular outcome is very important, but unless personal actions can bring the desired result, the motivation there will be.

Koontz, et. al. (1974:323-324), stated in their book that what modern motivation needs is creativity and more innovations. Motivation is sometimes perceived as the key to creativity, and there is often the mistaken notion that managing itself tends to stifle it by placing heavy demands on conformity.

Innovation is the use of present knowledge in a combination to solve a problem that has never been solved before. It is widely agreed that creativity arises when there is a problem to be solved and the problem's seen in the highest of the critical variables involved and their relationship. In encouraging creativity within an enterprise, certain things need to be recognized: 1) Creativity is as not as sometimes thought, a rare human quality. Although socially significant, creativity is a much more rare achievement; 2) Creativity is largely a

matter of placing a person in an environment where he can be creative, where he can recognize the existence of problems and where he will have the organizational authority and resources to solve them. That is the freedom to innovate and create.

Related Studies

Concerning about the studies on elementary school head teacher's leadership styles and problems, a review was made on various theses found in the different libraries.

Ynalbis (1990) in her study of the educational qualifications and instructional competence of elementary grade teachers of the District of Zumarraga - Talalora in Samar stated that in order for teachers to grow professionally they should be knowledgeable, conversant and competent about the new thrusts or changes in education which promote quality education. And to upgrade their educational qualification for the benefit of the learners and for the good of the service.

The study of Ynalbis has similarity with this present study in the sense that both studies assessed the teachers performance. However, they differ in their reference. The former assessed the performance of teachers in relation to their educational qualification and other variates while the present study assessed the teachers performance as

influenced by the leadership style practiced by the head teachers.

Carolino (1988) in his study entitled "The Personality Traits and Professional Competencies of Administrators in Hindang District, Leyte Division, as Perceived by their Teachers", revealed the following findings: 1) in-service training programs imbued the ability to both administrators and teachers for the improvement of classroom activities; 2) cultural and professional societies improved teaching competencies; and 3) summer and vacation classes stimulate self-improvement of teachers.

The study of Carolino is parallel to this present study for reason that both studies attempted to assess performances. But since the former study delved on the attitudes and competencies of the administrators and the present study delved on the extent of leadership style practiced by the head teachers and its influence to the performance of the teachers, they differ.

Asuncion's (1988) study on the comparative analysis of pre-service and industrial mechanical draftsmen revealed that the performance of the respondents was dependent upon their educational qualifications and skills thus, she recommended that teachers should undergo a continuous training and pre-service education in their field of

specialization in order to keep them abreast with the latest development trends in education and industry.

Likewise, Tobe (1988) in her study on the employability and productivity of the graduates of the three-year technical education also indicated that educational qualification and in-service training and retraining of teachers enhance significant inputs to productivity of teachers, as well as the learners.

The studies of Asuncion and Tobe have similarity with this present study. Both studies attempted to assess the performance of the teachers. However, the former studies assessed the performance of the teachers in the light of their professional competencies and the present study on the light of the influence of the the leadership practiced by the head teachers, they differ in one way or another.

The study of Montejo (1989) revealed that the teachers were efficient workers as clearly suggested by their performance ratings. Ratings given to the teachers by their supervisors were predominantly "outstanding" and "very satisfactory". No rating of "satisfactory" nor "unsatisfactory" given. Moreover, most of the teachers felt that they have been rated objectively by their head teachers. A minimal number were candid and honest enough to assume that they were over-rated. There were also a few who claimed that they were under-rated.

Further, she found out that there was a significant relationship between the educational qualification and job performance of teachers. As teachers upgrade themselves professionally, they likewise improve their competencies in the teaching-learning process.

The study of Montejo has relevance to the present study considering that both studies delved in the performance of the teachers. However, the two studies differ since the former focused the assessment on the correlates of the educational qualification and the job performance of teachers while the present study dealt with the influence of the leadership styles practiced by the head teachers.

From the study of Guerra (1992) she found out that the private schools and colleges seldom perform functions in the category of entrepreneurial management style. It was also found out that quality of performance of schools generally belong to the same level along the varied management functions. It shows that frequency and quality performance have the same management style which is the traditional type of management. The respondents have different perceptions about the performance of varied management functions. The teachers work attitude and job satisfaction level were on the average. The management style has no significant relationship to staff development and physical plant facilities and development.

The study of Guerra has bearing with the present study considering that both studies assessed on the management style practiced by the administrators. But due to the scope of the assessment, the two studies differ. The former covered the upper echelon of management to include the directors in the private institutions. The present study concentrated on the middle managers in public elementary schools in the division of Samar.

In the light of the findings of Arambala (1996), he concluded that the professional opportunities in some state colleges in the Province of Samar were given only to a selected few, particularly to those who are close to the administrators. Further conclusions, he stated that professional opportunities given by the administrators do not significantly affect teachers performance.

In relation to the conclusions derived by Arambala, he recommended the following: 1) equality in the giving of professional opportunities in state colleges must be observed by the administrators to maintain a favorable atmosphere and to uphold the morale of its personnel; 2) state colleges should continue giving professional opportunities not only to upgrade competence and improve performance but also for professional growth which is necessary in the accreditation of the institutions; and 3)

in order to synchronize the system of giving professional opportunities in the state colleges, a personnel development program is hereby recommended for implementation.

The study of Arambala is in parallel with the present study in the sense that both studies delved on the teachers performance. However, they differ in the variable of the study. The former considered the professional opportunities and its implications to teachers' performance while the present study considered the management style and its influence to teachers' performance.

From the study of Gaviola (1998) he found out that one of the predictors of teachers performance is the management style practiced by the administrators - from the supervisors to the head teachers. The teachers aim to excel in their performance however it is suppressed by the autocratic and demanding attitudes of the superiors. Moreover, there is a dependency relationship between the attitude of the superiors and the performance of the teachers.

From the findings of the study, he recommended that the superiors consider humanism in dealing with their subordinate-teachers. While teachers aim to professionally grow in the teaching profession, superiors must support them and even encourage them through advance education.

The two studies are related with each other since both delved on the performance of the teachers as influenced by the management style practiced by the superiors. However, they differ in the scope of the study. The former considered influence of all the superiors or administrators as the predictors of teachers' performance while the present study considered the influence to the teachers' performance of the head teachers only.

In the study of Bacula (1993) on "Work Attitudes and Job Performance of Elementary Home Economics and Livelihood Education Teachers in Eastern Samar", she found out that the attitude levels acquired by the respondents were very favorable. Although qualifications based on HELE teaching experiences and total teaching experiences made no significant influence on work attitudes, it was significantly influenced by in-service trainings attended and with high significant influence by MA units earned and highest degree obtained.

The job performance of the HELE teacher-respondents ranged from satisfactory to very satisfactory. Further analysis revealed that the HELE teacher-respondents got very satisfactory job performance. On the other hand, the work attitudes was also observed to be significantly correlated with pupils' performance.

Bacula's study is similar to the present study as both described the job performance of teachers. The difference between the two studies lie on the focus. While Bacula's study dealt with work attitudes of elementary HELE teachers, the present study delved on the leadership style practiced by head teachers that influenced the performance of the teachers.

Another study conducted on the "Predictors of Job Satisfaction Among the Secondary School Teachers in Selected Fisher Schools" was that of Mazo (1993). In her study, she revealed that sex and length of service of the teacher respondents directly influenced their feeling of job satisfaction. It was found that male teachers were better satisfied than the female teachers. Likewise, teachers with longer service rendered were satisfied than those with shorter service rendered.

Other identified variable like age, department assignement, teacher's work assignment, staff size and salary did not come out as predictors of job satisfaction. These means that these variables did not affect the level of job satisfaction of the respondents.

The study of Mazo has bearing to the present study considering that both studies appraised the performance of the respondents. However, they differed in the concentration of the study. The former delved on the job

satisfaction of the teachers while the present study appraised the performance of the teachers as influenced by the leadership style practiced by the head teachers.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures on how the study progressed, with focus on research design, the instruments used in gathering data, validation of the research instrument, the description of the respondents, data gathering, sampling procedures and the statistical measures in the treatment of the data gathered.

Research Design

The normative-descriptive research method was employed in this study using the questionnaire-checklist as the main instrument in gathering data. This method was supplemented by documentary analysis, unstructured interviews and observation to verify and to crosscheck some initial information and responses gathered through the use of the questionnaire-checklist which were doubtful to the researcher.

Instrumentation

As previously stated, this study utilized several instruments to gather reliable and relevant data. Among the instruments used include the following:

The questionnaire. The main instrument used in this

research work were the questionnaire. It was the most appropriate device because of the nature of data and information needed. There were two sets of questionnaires which were structured by the researcher - one for the extent of leadership style practiced by the head teachers as perceived by the three groups of respondents and the other for the influence of leadership style on the performance of the teachers. The research instrument on the leadership style consisted of three parts:

Part I - This part asked personal information about the respondent on the following: 1) name and position; 2) name of school; 3) address of school; 4) civil service status; 5) sex; 6) civil status; 7) number of years in the teaching profession; and 8) educational qualification.

Part II - This is the questionnaire proper, which consisted of indicators under each of the three leadership style, viz: 1) nomothetic; 2) idiographic; and 3) transactional.

Part III - This is an open-ended questionnaire asking for comments and suggestions relative to the leadership styles practiced by the head teachers as perceived by themselves, the supervisors and the teachers which was employed to find out the performance of the teachers in each district.

On the other hand, the research instrument for the influence of leadership style consisted two parts only: Part I - personal profile of the respondents; and Part II - the questionnaire proper on the extent of influence of the leadership style practiced by the head teachers on the performance of the teachers.

Documentary analysis. This research technique was used in scrutinizing the performance ratings of the head teacher in office division office and in district offices of the following districts, namely: Almagro-Tagapul-an, Basey I, Calbiga, Daram, Gandara, Hinabangan, Jiabong, Motiong, San Jorge, Sta. Margarita, Tarangnan and Wright I, as basis in determining appropriately their level of performance.

Interview. Unstructured personal interview was conducted by the researcher inorder to gather additional information to supplement the data or to clarify and verify complicated responses given by the respondents.

Observation. This technique was used so that the researcher could clearly see the activities practiced by school heads related to improving performance.

Validation of Instrument

In validating the instrument, the researcher submitted it initially to expert validation by consulting a

considerable number of professionals including the adviser. They were requested to feel free to give comments, suggestions and recommendations for the improvement of the instrument. A trial run was conducted in the districts of Sto. Niño and Catbalogan IV where the researcher selected two supervisors, five head teachers and 20 teachers to answer the questionnaire to find out if there were still additional suggestions to improve the research instrument. If these suggestions found in order they were incorporated in the final revision of the instrument. The initial validators were no longer included as respondents.

Sampling Procedures

There are 27 districts in the Division of Samar, 12 of which were involved as respondents in this study. These districts were: Almagro-Tagapul-an, Basey I, Calbiga, Daram, Gandara, Hinabangan, Jiabong, Motiong, San Jorge, Sta. Margarita, Tarangnan and Wright I. Inasmuch that this study focused on leadership styles of head teachers and its influence on teachers' performance, the head teachers, supervisors and classroom teachers were included as respondents. For the Supervisor- and Head Teacher-respondents, total enumeration was used. Thus, there were 12 District Supervisors and 48 Head Teachers who were involved in the study. (see Table 1) Although the total

population in the 12 districts were 1,153 teachers, only 297 were taken as samples because not all schools in each district were headed by head teachers. The above sample size was arrived at by using the Sloven's formula (Pagoso, 1978:18) to insure its adequacy with the following formula:

$$n = \frac{N}{1 + N e^2}$$

where:

N = the population size

Table 1

Summary of the Number of Respondents by District

District	Head Teachers			Supervisors			Teachers		
	N	n	%	N	n	%	N	n	%
Almagro- Tagapul-an	6	6	100	1	1	100	144	37	25.75
Basey I	2	2	100	1	1	100	54	14	25.75
Calbiga	3	3	100	1	1	100	74	19	25.75
Daram	5	5	100	1	1	100	117	30	25.75
Gandara	4	4	100	1	1	100	89	23	25.75
Hinabangan	2	2	100	1	1	100	117	30	25.75
Jiabong	3	3	100	1	1	100	78	20	25.75
Motiong	3	3	100	1	1	100	81	21	25.75
San Jorge	1	1	100	1	1	100	23	6	25.75
Sta. Mar- garita	5	5	100	1	1	100	159	41	25.75
Tarangnan	4	4	100	1	1	100	89	23	25.75
Wright I	5	5	100	1	1	100	128	33	25.75
T o t a l	43	43	100	12	12	100	1153	297	25.75

n = the sample size

e = the desired margin of error

Thus, the number of respondents by district is summarized in Table 1.

Data Gathering

A questionnaire was framed containing among other things, the description of the different styles as practiced by the school heads. It was produced in the desired number of copies with extra copies to permit replacement for the improperly accomplished or spoiled copies. Before conducting the survey and distributing the questionnaires to the respondents, the researcher requested authority from the Division Superintendent upon recommendation of the Dean of Graduate Studies. Upon approval of the permit, the researcher personally fielded the questionnaire to assure cooperation and to facilitate the distribution of the questionnaire to the respondents and requested them to return the accomplished questionnaire within five days or earlier, after which he scrutinized the records of the performance ratings of head teachers and teacher respondents in each respective district or in the division office. In the same manner he interviewed some of the respondents whose responses were quite doubtful. He also continued observing the respondents with a possible relationship to the problem

under study. If in case the questionnaires which were not returned after five days, the researcher personally visited the respondents in their offices, in their classrooms or in their residence and retrieved the same to ensure high percentage of responses collected. Afterwards, the results were tallied, tabulated and analyzed with the use of the appropriate statistical treatment.

Statistical Treatment of Data

The data gathered through the questionnaires were classified, analyzed, evaluated and interpreted by taking the frequency count, in accordance with the appropriate statistical measures.

Statistical measures such as the mean was computed using the following formula (UP Statistical Center, 1989:37):

$$\bar{X}_w = \frac{\sum f_i X_i}{\sum f_i}$$

where:

- \bar{X} = is the weighted mean.
- $\sum f_i X_i$ = is the sum of the product between the frequencies f_i and X_i .
- $\sum f_i$ = is the total number of responses.

The five-point Likert scale was used in assigning description of the weighted mean. The description were as follows:

Always	(A)	. . . . .	4.51 - 5.00
Often	(O)	. . . . .	3.51 - 4.50
Sometimes	(St)	. . . . .	2.51 - 3.50
Seldom	(Sd)	. . . . .	1.51 - 2.50
Never	(N)	. . . . .	1.00 - 1.50

The foregoing assessment was used in determining the leadership styles practiced by the head teachers to quantify the perception of the three categories of respondents so that the data gathered were expressed in weighted mean. Another five-point Likert scale was used by the researcher in determining the leadership styles of head teachers viz-a-viz the performance of teachers as perceived by the three categories of respondents, to wit:

Fully	(F)	. . . . .	4.51 - 5.00
Highly	(H)	. . . . .	3.51 - 4.50
Moderately	(M)	. . . . .	2.51 - 3.50
Slightly	(S)	. . . . .	1.51 - 2.50
Never	(N)	. . . . .	1.00 - 1.50

To test the first two hypotheses the one-way classification Analysis of Variance (ANOVA) was utilized using the following computational table (Ferguson and Takane, 1989:257):

Source of Variations	Degree of Freedom	Sum of Squares	Mean Squares	Computed F
Between (SSB)	k-1	$\frac{\sum(T)^2}{n} - C$	$MSB = \frac{SSB}{k-1}$	$F_c = \frac{MSB}{MSW}$
Within (SSW)	N-k	SST - SSB	$MSW = \frac{SSW}{N-k}$	----
Total (SST)	N-1	$\sum X^2 - C$	-----	----

where:

k = number of groups compared

N = total number of cases

C = correction factor $\left[\frac{(\sum X)^2}{N} \right]$

T = group total

n = number of cases per group

The computed F-value was compared with the tabular or critical F-value at k-1 and N-k degrees of freedom. When the former proved to be greater than the latter, the corresponding null hypothesis was rejected. Otherwise, the same was accepted.

To further test the significant difference that existed among the three variation of responses, a posteriori test was employed using the Duncan's Multiple Range Test (DMRT)

using the following formula (Ferguson and Takane, 1989:337-338):

$$R_p = r_p \times \frac{S^2}{n}$$

where:

R_p = the least significant range

r_p = the table for least significant range

S^2 = the mean square within groups
(MS_{within})

n = the number of cases

To test the third hypothesis the Spearman Rank Correlation Coefficient or the Spearman rho was employed with the following formula:

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

where:

r_s = the spearman rho

$\sum D^2$ = the sum of the squared differences
between ranks

N = the total number of paired observations

To interpret the obtained values for the correlation coefficient, the following table was used (Calmorin, 1994:256):

<u>Value</u>	<u>Interpretation</u>
0.00 to \pm 0.20	Negligible correlation
\pm 0.21 to \pm 0.40	Low or slight correlation
\pm 0.41 to \pm 0.70	Marked/moderate correlation
\pm 0.71 to \pm 0.90	High correlation
\pm 0.91 to \pm 0.99	Very high correlation
\pm 1.00	Perfect correlation

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered with the use of appropriate statistical tools.

Profile of the Elementary School Head Teachers

To be assured with the validity and the reliability of the informations gathered, the researcher deemed it imperative to consider the profile of the elementary school head teachers. In this study, the characteristics of the elementary school head teachers such as age and sex, civil status, educational qualification and length of service were considered.

Age and sex. Table 2 presents the age and sex profile of the elementary school head teachers in selected districts of Samar. As presented, their average age was 51.95 years with a standard deviation of 4.69 years; the male having an average age of 50.63 with a standard deviation of 5.53 years while the female had an average age of 53 with a standard deviation of 5.18 years.

The data further show that majority of them fell on the age bracket of 51 to 55 years with 37.21 percent or 16 out

Table 2

Age and Sex Profile of the Elementary School Head
Teachers in Selected Districts of Samar

Age	Sex		Total	Percent
	Male	Female		
56 - 60	2	10	12	27.91
51 - 55	10	6	16	37.21
46 - 50	3	6	9	20.93
41 - 45	4	2	6	13.95
Total	19	24	43	100.00
Percent	44.19	55.81	100.00	---
Average	50.63	53	51.95	
Standard Deviation	4.69	5.53	5.18	

of 43, followed by those who fell on the age bracket of 56 to 60 having 27.91 percent or 12 out of 43. There were nine or 20.93 who fell the age bracket of 46 to 50 and only six or 13.95 percent who belonged to the age bracket of 41 to 45 years.

The data above signified that these elementary school head teachers were already matured enough, who belonged to the early 50's, and responsible already for the position they handled.

Moreover, majority of them were dominated by the females with a total number of 24 or 55.81 percent against the males with a total number of 19 or 44.19 percent. Of the 24 female elementary school head teachers, there were ten who fell on the age bracket of 56 to 60, six on 51 to 55 years, the other six fell on age bracket 46 to 50 and only two fell on the age bracket of 41 to 45 years.

There were ten out of 19 male elementary school head teachers who belonged to the age bracket of 51 to 55, four who had ages 41 to 45 years, three who fell on the age bracket of 46 to 50 years while only two who had ages 56 to 60 years.

Civil status. All the elementary school head teachers involved in this particular study were already married. This signified that they were competent in managing the school on the presumption that school management resembled the managing of the family affairs. It is construed that married individuals are exposed to decision-making and other management functions. Furthermore, administrators, in accordance with the Code of Conduct and Ethical Standards for Public Officers and Employees (R.A. 6713), are expected to diligently and judiciously handle the operation or affairs of the school as a good father of the family.

Educational attainment. Table 3 presents the profile of elementary school head teachers as to their educational attainment. From the same table, it can be noted that most of the elementary school head teachers earned masteral units comprising of 76.74 percent of the total samples, that is, 33 out of 43. Next in number were those with MA CAR followed by MA holders with 16.28 percent or 7 out of 43 and 4.65 percent or two out of 43, respectively. The least in number was the LLB units earner with 2.33 percent or one out of 43.

Table 3

Profile of the Elementary School Head Teachers
in Selected Districts of Samar as to
Educational Qualifications

Age	Sex		Total	Percent
	Male	Female		
MA Holder	1	1	2	4.65
MA - CAR	3	4	7	16.28
w/ MA units	14	19	33	76.74
w/ LLB units	1		1	2.33
Total	19	24	43	100.00
Percent	44.19	55.81	100.00	---

The data presented manifested that majority of the elementary school head teachers were educationally qualified to handle the head teacher position in their respective districts.

Length of service. Table 4 summarizes the profile of the elementary school head teachers in terms of their length of service as administrators. As presented, most of them

Table 4

Profile of the Elementary School Head Teachers in
Selected Districts of Samar as to Length
of Service (as an Administrator)

Age	Sex		Total	Percent
	Male	Female		
21 - 25		1	1	2.33
16 - 20	1		1	2.33
11 - 15	3	4	7	16.28
6 - 10	9	6	15	34.88
1 - 5	6	13	19	48.18
Total	19	24	43	100.00
Percent	44.19	55.81	100.00	---
Average	7.74	6.75	7.19	
Standard Deviation	4.13	5.15	4.72	

had been an administrator for one to five years comprising 44.18 percent, that is 19 out of 43 elementary school head teachers. Sixteen out of 43 or 37.21 percent had been an administrator for six to ten years while seven out of 43 or 16.28 percent for 11 to 15 years and a mere 2.33 percent or one out of 43 elementary school head teachers had been in the said position for 21 to 25 years.

The data presented further showed that the average length of service of the respondents as elementary school head teachers was 8.07 years with the males having an average length of service of 8 years while the females with 6.13 years. This signified that most of the school head teachers had acquired enough experience to give them competence in the position they are in.

Performance Profile of the Teachers in the Division of Samar

The average performance rating of the elementary school teachers in the Division of Samar was 83.40 with an adjectival rating of "very satisfactory". The male have an average performance rating of 82.04 while the female have an average performance rating of 83.59. The data further showed that 36.36 percent of them, that is 108 out of 297 teachers, fell within the middle bracket of 81-86 performance rating while 32.66 percent fell with the bracket

of 75-80 performance rating or 97 teachers and 30.98 percent fell within the performance rating bracket of 87-92 or 92 teachers.

The data presented signified that the teachers' performance in the preceding school term, inspite of what kind of leadership style their head teachers practiced, was "very satisfactory". This showed that they were convinced and fully aware of their obligation as teachers.

**Extent to Which the Different
Leadership Styles were Practiced
by the Head Teachers**

In answer to the third question regarding the extent to which the different leadership styles were practiced by the head teachers as perceived by the three categories of respondents - the head teachers themselves, the supervisors and the teachers, the following findings are herein presented.

Nomothetic. The perception of the head teachers as to the extent to which nomothetic leadership was practiced by themselves is summarized in Table 5. As shown in the table, the head teachers in their practice of the nomothetic leadership perceived themselves to be lenient. This is evidenced by the computed grand mean of 3.20 with an interpretation of "sometimes". Of the indicators under the nomothetic leadership, "monitors the activities of the

Table 5

Extent to Which the Nomothetic Leadership Style is Practiced by the Head Teachers
as Perceived by the Head Teachers

C a t e g o r i e s	No. of Respondents						Mean	Inter- preta- tion
	A	O	St	Sd	N	Total		
1. Consider the welfare of the organization	(150) 30	(48) 12	(3) 1			(201) 43	4.67	A
2. Provide and maintain funds and facilities	(135) 27	(56) 14	(6) 2			(197) 43	4.58	a
3. Control all the activities of the org.	(50) 10	(112) 28	(15) 5			(177) 43	4.12	O
4. Don't share responsibilities w/ others			(66) 22	(36) 18	(3) 3	(105) 43	2.44	Sd
5. Implement policies established by the group	(120) 24	(76) 19				(196) 43	4.55	a
6. Makes plans and decisions alone			(15) 5	(52) 26	(12) 12	(79) 43	1.84	Sd
7. Spend funds which is not intended for such purpose			(6) 2	(54) 27	(14) 14	(74) 43	1.72	Sd
8. Give easier tasks to the favorites			(9) 3	(52) 26	(14) 14	(75) 43	1.74	Sd
9. Don't give subordinates a chance to participate in decision making			(3) 1	(50) 25	(17) 17	(70) 43	1.63	Sd
10. Monitors the activities of the organization whether it conforms to the objectives	(155) 31	(48) 12				(203) 43	4.72	A
T O T A L	(610) 122	(340) 85	(123) 41	(244) 122	(60) 60	(1377) 430		
GRAND MEAN							3.20	St

Legend:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

organization whether it conforms to the objectives", "consider the welfare of the organization", "Provide and maintain funds and facilities" and "Implement policies established by the group" were perceived as "always" with a weighted means of 4.72, 4.67, 4.58 and 4.55, respectively. "Control all the activities of the organization" was perceived as "often" with the weighted mean of 4.12. Finally, "don't share responsibilities with others", "makes plans and decision alone", "give easier tasks to his favorites", "spend funds which is not intended for such purpose" and "don't give subordinates a chance to participate in decision making" were perceived as "seldom" with the weighted means of 2.44, 1.84, 1.74, 1.72 and 1.63, respectively.

Table 6 presents the perception of the district supervisors with regards to the nomothetic leadership style practiced by the head teachers. In the same table, it can be gleaned that the general perception of the supervisors was also "sometimes" with a grand mean of 2.94. Of the indicators under the nomothetic leadership style, only "monitors the activities of the organization whether it conforms to the objectives" was perceived by the supervisors as "always" practiced by the head teachers with a weighted mean of 4.67. While "consider the welfare of the

Table 6

Extent to Which the Nomothetic Leadership Style is Practiced by the Head Teachers
as Perceived by the District Supervisors

Component	No. of Respondents						Mean	Interpretation
	A	O	St	Sd	N	Total		
1. Consider the welfare of the organization	(20) 4	(32) 8				(52) 12	4.33	O
2. Provide and maintain funds and facilities	(10) 2	(28) 7	(9) 3			(47) 12	3.92	O
3. Control all the activities of the org.	(20) 4	(16) 4	(12) 4			(48) 12	4.00	O
4. Don't share responsibilities w/ others			(3) 1	(8) 4	(7) 7	(18) 12	1.50	N
5. Implement policies established by the group	(20) 4	(24) 6	(6) 2			(50) 12	4.17	O
6. Makes plans and decisions alone		(4) 1	(21) 7	(2) 1	(3) 3	(30) 12	2.50	St
7. Spend funds which is not intended for such purpose				(14) 7	(5) 5	(19) 12	1.58	Sd
8. Give easier tasks to the favorites				(6) 3	(9) 9	(15) 12	1.25	N
9. Don't give subordinates a chance to participate in decision making				(12) 6	(6) 6	(18) 12	1.50	N
10. Monitors the activities of the organization whether it conforms to the objectives	(45) 9	(8) 2	(3) 1			(56) 12	4.67	A
T O T A L	(115) 23	(112) 28	(54) 18	(42) 21	(30) 30	(353) 120		
GRAND MEAN							2.94	St

Legend:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

organization", implement policies established by the group", "control all the activities of the organization" and "provide and maintain funds and facilities" were perceived by the supervisors as "often" practiced by the head teachers with the weighted mean of 4.33, 4.17, 4.00 and 3.92, respectively. On the other hand, "makes plans and decision alone was perceived as "sometimes" with a weighted mean of 2.50. "Spend funds which is not intended for such purpose", was perceived as "seldom" practiced by the head teachers with a weighted mean of 1.58. While "don't share responsibilities with others and "don't give subordinates a change to participate in decision making" obtained the same weighted means of 1.50 being interpreted as "never" and "give easier tasks to his favorites" was perceived by the supervisors as "never" practiced by the head teachers with a weighted mean of 1.25.

Likewise, Table 7 shows the perception of the teachers as to the extent the nomothetic leadership style was practiced by the head teachers. As shown in the same table, the teachers perceived the head teachers as lenient also when they rated their practice as "sometimes" with a grand mean of 2.98. Of the indicators under the nomothetic leadership, only "monitors the activities of the organization whether it conforms to the objectives" and

Table 7

Extent to Which the Nomothetic Leadership Style is Practiced by the Head Teachers
as Perceived by the Teachers

Component	No. of Respondents						Mean	Inter- preta- tion
	A	O	St	Sd	N	Total		
	(430)	(416)	(165)	(78)	(13)	(1102)		
1. Consider the welfare of the organization	86	104	55	39	13	297	3.71	O
	(190)	(240)	(390)	(122)	(8)	(950)		
2. Provide and maintain funds and facilities	38	60	130	61	8	297	3.20	St
	(130)	(184)	(366)	(142)	(32)	(854)		
3. Control all the activities of the org.	26	46	122	71	32	297	2.88	St
	(110)	(160)	(267)	(158)	(67)	(762)		
4. Don't share responsibilities w/ others	22	40	89	79	67	297	2.57	St
	(385)	(288)	(216)	(100)	(26)	(1015)		
5. Implement policies established by the group	77	72	72	50	26	297	3.42	St
	(120)	(128)	(306)	(170)	(54)	(778)		
6. Makes plans and decisions alone	24	32	102	85	54	297	2.62	St
7. Spend funds which is not intended for such purpose	(95)	(128)	(243)	(208)	(61)	(735)		
	19	32	81	104	61	297	2.47	Sd
	(95)	(124)	(270)	(196)	(59)	(744)		
8. Give easier tasks to the favorites	19	31	90	98	59	297	2.51	St
9. Don't give subordinates a chance to participate in decision making	(120)	(156)	(255)	(206)	(46)	(783)		
	24	39	85	103	46	297	2.64	St
10. Monitors the activities of the organization whether it conforms to the objectives	(495)	(392)	(168)	(68)	(10)	(1133)		
	99	98	56	34	10	297	3.81	O
T O T A L	(2170)	(2216)	(2646)	(1448)	(376)	(8856)		
	434	554	882	724	376	1970		
GRAND MEAN							2.98	St

Legend:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

"consider the welfare of the organization" were perceived by them as "often" practiced by the head teachers. All the rest of the indicators were perceived to be "sometimes" except "spend funds which is not intended for such purpose" with the least obtained weighted mean of 2.47 being interpreted as "seldom".

Idiographic. The perception of the head teachers as to the extent idiographic leadership was practiced by themselves is summarized in Table 8. As shown in the table, the general perception of the head teachers on the practice of the different indicators under the idiographic leadership style as perceived by themselves was rated to be "often" with a grand mean of 3.99. "Evaluate the performance of subordinates", "provide equal treatment among the members of the organization", "accept the suggestions of the staff and other members", "organize committee and provide coordination of activities among them", "provides flexible plans of action" and "identify error and weakness in order to correct them" were rated "always" practiced by them with the weighted means of 5.00, 4.95, 4.88, 4.79, 4.74 and 4.65, respectively. While "provide cooperative tasks between superior and subordinates" was rated as "often" practiced by them having a weighted mean of 4.40. On the other hand, "criticizes the mistakes of the subordinates" was rated

Table 8

Extent to Which the Idiographic Leadership Style is Practiced by the Head Teachers
as Perceived by the Head Teachers

Component	No. of Respondents						Mean	Inter- preta- tion
	A	O	St	Sd	N	Total		
1. Delegate authority to somebody to run the organization			(9)	(56)	(12)	(77)		
			3	28	12	43	1.79	Sd
2. Organize committee and provide coordination of activities among them	(170)	(36)				(206)		
	34	9				43	4.79	A
3. Critizes the mistakes of subordinates			(72)	(34)	(2)	(108)		
			24	17	2	43	2.51	St
4. Provides flexible plans of action	(160)	(44)				(204)		
	32	11				43	4.74	A
5. Accept the suggestions of the staff and other members	(190)	(20)				(210)		
	38	5				43	4.88	A
	(215)					(215)		
6. Evaluate the performance of subordinates	43					43	5.00	A
7. Identify error and weaknesses in order to correct them	(140)	(60)				(200)		
	28	15				43	4.65	O
8. Provide cooperative tasks between superior and subordinates	(85)	(104)				(189)		
	17	26				43	4.40	O
9. Provide equal treatment among the members of the organization	(205)	(8)				(213)		
	41	2				43	4.95	A
10. Divide the work into the smallest and assigned only who fits the job			(54)	(32)	(9)	(95)		
			18	16	9	43	2.21	Sd
TOTAL	(1165)	(272)	(135)	(122)	(23)	(1717)		
	233	68	45	61	23	430		
GRAND MEAN							3.99	O

Legend:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (n)

"sometimes" practiced with a weighted mean of 2.51. And "divide the work into the smallest and assigned only who fits the job" and delegate authority to somebody to run the organization" were rated "seldom" practiced with the weighted means of 2.21 and 1.79, respectively.

In Table 9, the perception of the supervisors as to the extent of the idiographic leadership style was practiced by the head teachers is presented. The general perception of this category of respondent coincided with the general perception of the head teachers which was interpreted as "often" which was evidenced by the grand mean of 3.88. Of the different indicators, "evaluate the performance of the subordinates" and "provide equal treatment among the members of the organization" were perceived as "always" practiced with the weighted means of 4.83 and 4.75, respectively. "Provide cooperative tasks between superior and subordinates", and "organize committee and provide coordination of activities among them" obtained the same weighted mean of 4.50 which is interpreted as "often" while "accept the suggestions of the staff and other members", "provide flexible plans of action" and "identify error and weaknesses in order to correct them" were perceived also by the supervisors as "often" practiced by the head teachers with the weighted means of 4.42, 4.41, and 4.00,

Table 9

Extent to Which the Idiographic Leadership Style is Practiced by the Head Teachers
as Perceived by the District Supervisors

C o m p o n e n t	No. of Respondents						Mean	Inter- preta- tion
	A	O	St	Sd	N	Total		
1. Delegate authority to somebody to run the organization	(5) 1		(21) 7	(8) 4		(34) 12	2.83	St
2. Organize committee and provide coordination of activities among them	(35) 7	(16) 4	(3) 1			(54) 12	4.50	O
3. Critizes the mistakes of subordinates		(8) 2	(12) 4	(12) 6		(32) 12	2.67	St
4. Provides flexible plans of action	(30) 6	(20) 5	(3) 1			(53) 12	4.41	O
5. Accept the suggestions of the staff and other members	(40) 8	(4) 1	(9) 3			(53) 12	4.42	O
6. Evaluate the performance of subordinates	(50) 10	(8) 2				(58) 12	4.83	A
7. Identify error and weaknesses in order to correct them	(15) 3	(28) 7	(3) 1	(2) 1		(48) 12	4.00	O
8. Provide cooperative tasks between superior and subordinates	(30) 6	(24) 6				(54) 12	4.50	O
9. Provide equal treatment among the members of the organization	(50) 10	(4) 1	(3) 1			(57) 12	4.75	A
10. Divide the work into the smallest and assigned only who fits the job		(8) 2	(6) 2	(2) 1	(7) 7	(23) 12	1.92	Sd
T O T A L	(255) 51	(120) 30	(60) 20	(24) 12	(7) 7	(466) 120		
GRAND MEAN							3.88	O

Legend:

<u>Scale</u>	<u>Interpretation</u>
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

respectively. "Delegate authority to somebody to run the organization" and "criticizes the mistakes of subordinates" were perceived as "sometimes" with the weighted means of 2.83 and 2.67, respectively. "Divide the work into the smallest and assigned only who fits the job" was perceived by the supervisors as "seldom" practiced by the head teachers with a weighted mean of 1.92.

Table 10 shows the perception of the teachers with regards to the extent of the practice of the head teachers with the idiographic leadership style. As shown, the teachers generally perceived the extent of the practice of the head teachers with the idiographic leadership style as "sometimes" with a grand mean of 3.49. Of the different indicators under the idiographic leadership style, most of them were perceived by the teachers as "often" practiced by the head teachers. "Accept the suggestion of the staff and other members" obtained the highest weighted mean of 4.06, seconded by "Evaluate the performance of subordinates" with a weighted mean of 4.04, followed by "provide equal treatment among the members of the organization", "provides flexible plans of action", "provide cooperative tasks between superior and subordinates", "identify error and weaknesses in order to correct them", and "organize committee and provide coordination of activities among them"

Table 10

Extent to Which the Idiographic Leadership Style is Practiced by the Head Teachers
as Perceived by the Teachers

Component	No. of Respondents						Mean	Inter-pretation
	A	O	St	Sd	N	Total		
1. Delegate authority to somebody to run the organization	(110) 22	(176) 44	(288) 96	(186) 93	(42) 42	(802) 297	2.70	St
2. Organize committee and provide coordination of activities among them	(465) 93	(352) 88	(174) 58	(78) 39	(19) 19	(1088) 297	3.66	O
3. Critizes the mistakes of subordinates	(110) 22	(120) 30	(276) 92	(190) 95	(58) 58	(754) 297	2.54	St
4. Provides flexible plans of action	(430) 86	(384) 96	(231) 77	(54) 27	(11) 11	(1110) 297	3.74	O
5. Accept the suggestions of the staff and other members	(655) 131	(360) 90	(141) 47	(40) 20	(9) 9	(1205) 297	4.06	O
6. Evaluate the performance of subordinates	(580) 116	(416) 104	(162) 54	(40) 20	(3) 3	(1201) 297	4.04	O
7. Identify error and weaknesses in order to correct them	(375) 75	(404) 101	(255) 85	(52) 26	(10) 10	(1096) 297	3.69	O
8. Provide cooperative tasks between superior and subordinates	(550) 110	(256) 64	(189) 63	(86) 43	(17) 17	(1098) 297	3.70	O
9. Provide equal treatment among the members of the organization	(515) 103	(344) 86	(186) 62	(66) 33	(13) 13	(1124) 297	3.78	O
10. Divide the work into the smallest and assigned only who fits the job	(260) 52	(196) 49	(237) 79	(154) 77	(40) 40	(887) 297	2.99	St
TOTAL	(4050) 810	(3008) 752	(2139) 713	(946) 473	(222) 222	(10365) 1970		
GRAND MEAN							3.49	St

Legend:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

with the weighted means of 3.78, 3.74, 3.70, 3.69 and 3.66, respectively. The rest of the indicators under the idiographic leadership style were perceived by the teachers as "sometimes" practiced by the head teachers having "criticizes the mistakes of the subordinates" obtained the least weighted mean of 2.54.

Transactional. Table 11 presents the perception of the head teachers as to the extent they practiced the transactional leadership style. Generally, they perceived themselves to be passive in the practice of the different indicators under the transactional leadership as evidenced by the grand mean of 4.09 which was interpreted as "often". Under this style of leadership, "motivate the members of the staff and subordinates to work with zeal and confidence", "maintain effective interrelationship with the community", "guide and help subordinates with problems" and "establish proper communication between himself/herself and subordinates" were perceived by them as "always" practiced with the weighted means of 4.78, 4.72, 4.56 and 4.53, respectively. "Encourages the subordinates to establish harmonious relations between themselves and their superiors", "makes rules and standards with the knowledge of the group", "supervise the school beyond the reach of vehicles" and "encourage subordinates who are trying their

Table 11

Extent to Which the Transactional Leadership Style is Practiced by the Head Teachers
as Perceived by the Head Teachers

Component	No. of Respondents						Mean	Interpretation
	A	O	St	Sd	N	Total		
1. Encourages the subordinates to establish harmonious relations between themselves and their superiors	(60) 12	(120) 30	(3) 1			(183) 43	4.26	O
2. Motivate the members of the staff and subordinates to work with zeal and confidence	(165) 33	(40) 10				(205) 43	4.78	A
3. Maintain effective interrelationship with the community	(155) 31	(48) 12				(203) 43	4.72	A
4. Utilizes and recognizes only the best brain in the organization			(81) 27	(22) 11	(5) 5	(108) 43	2.51	St
5. Guide and help subordinates with problems	(125) 25	(68) 17	(3) 1			(196) 43	4.56	A
6. Establish proper communications between himself/herself and subordinates	(120) 24	(72) 18	(3) 1			(195) 43	4.53	A
7. Select objectives for improvement of educational progress by himself	(40) 8	(32) 8	(63) 21	(12) 6		(147) 43	3.42	St
8. Encourages subordinates who are trying their best to grow professionally	(65) 13	(84) 21	(15) 5	(2) 1	(3) 3	(169) 43	3.93	O
9. Makes rules and standards with the knowledge of the group	(60) 12	(108) 27	(12) 4			(180) 43	4.19	O
10. Supervise the school beyond the reach of vehicles	(60) 12	(80) 20	(30) 10	(2) 1		(172) 43	4.00	O
TOTAL	(850) 170	(652) 163	(210) 70	(38) 19	(8) 8	(1758) 430		
GRAND MEAN							4.09	O

Legend:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

best to grow professionally" were perceived to be "often" practiced by them with weighted means of 4.26, 4.19, 4.00 and 3.93, respectively. On the other hand, "select objectives for improvement of educational progress by himself" and "utilizes and recognizes only the best brain in the organization" were perceived by them to be "sometimes" practiced with the weighted means of 3.42 and 2.51, respectively.

Table 12 also presents the perception of the supervisors as to the extent the transactional leadership was practiced by the head teachers. As gleaned from the same table, the supervisors perceived the head teachers to be active in the exercise of the transactional leadership style towards their teachers. This was manifested by the computed grand mean of 4.04 which could be interpreted as "often". Of the different indicators under this leadership style, only "motivate the members of the staff and subordinates to work with zeal and confidence" were perceived by the supervisors as "always" practiced by the head teachers while "establish proper communications between himself/herself and subordinates", "encourage the subordinates to establish harmonious relations between themselves and their superiors", "maintain effective interrelationship with the community", "guide and help

Table 12

Extent to Which the Transactional Leadership Style is Practiced by the Head Teachers
as Perceived by the District Supervisors

C o m p o n e n t	No. of Respondents						Mean	Inter- preta- tion
	A	O	St	Sd	N	Total		
1. Encourages the subordinates to establish harmonious relations between themselves and their superiors	(20) 4	(32) 8				(52) 12	4.33	O
2. Motivate the members of the staff and subordinates to work with zeal and confidence	(55) 11	(4) 1				(59) 12	4.92	A
3. Maintain effective interrelationship with the community	(15) 3	(32) 8	(3) 1			(50) 12	4.17	O
4. Utilizes and recognizes only the best brain in the organization		(4) 1	(8) 2	(8) 4	(5) 5	(25) 12	2.08	Sd
5. Guide and help subordinates with problems	(20) 4	(28) 7	(3) 1			(51) 12	4.25	O
6. Establish proper communications between himself/herself and subordinates	(30) 6	(24) 6				(54) 12	4.50	O
7. Select objectives for improvement of educational progress by himself	(15) 3	(12) 3	(12) 4	(2) 1	(1) 1	(42) 12	3.50	St
8. Encourages subordinates who are trying their best to grow professionally	(40) 8	(8) 2			(5) 2	(50) 12	4.17	O
9. Makes rules and standards with the knowledge of the group	(30) 6	(20) 5	(3) 1			(53) 12	4.42	O
10. Supervise the school beyond the reach of vehicles	(15) 3	(36) 9				(51) 12	4.25	O
T O T A L	(240) 48	(200) 50	(27) 9	(10) 5	(8) 8	(485) 120		
GRAND MEAN							4.04	O

Legend:

<u>Scale</u>	<u>Interpretation</u>
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

subordinates with problems", "makes rules and standards with the knowledge of the group", "supervise the school beyond the reach of vehicles" and "encourage subordinates who are trying their best to grow professionally" were perceived by the supervisors to be "often" practiced by the head teachers. On the other hand, only "select objectives for improvement of educational progress by himself" was perceived to be "sometimes" practiced while "utilizes and recognizes only the best brain in the organization" was perceived as "seldom" practiced by the head teachers.

Likewise, the teachers perceived the head teachers as active in the exercise of the transactional leadership style. This was evidenced by the grand mean of 3.54 that is shown in Table 13, which could be interpreted as "often". Based on the same table, "guide and help subordinates with problems" obtained the highest weighted mean of 3.91, seconded by "makes rules and standards with the knowledge of the group" with a weighted mean of 3.80 or "often". "Motivate the members of the staff and subordinates to work with zeal and confidence" and "establish proper communication between himself/herself and subordinates" obtained the same weighted mean of 3.73 while "encourages subordinates who are trying their best to grow professionally" and "encourages the subordinates to

Table 13

Extent to Which the Transactional Leadership Style is Practiced by the Head Teachers
as Perceived by the Teachers

Component	No. of Respondents						Mean	Interpretation
	A	O	St	Sd	N	Total		
1. Encourages the subordinates to establish harmonious relations between themselves and their superiors	(460) 92	(352) 88	(204) 68	(68) 34	(15) 15	(1099) 297	3.70	0
2. Motivate the members of the staff and subordinates to work with zeal and confidence	(435) 87	(388) 97	(213) 71	(60) 30	(12) 12	(1108) 297	3.73	0
3. Maintain effective interrelationship with the community	(400) 80	(268) 67	(249) 83	(98) 49	(18) 18	(1033) 297	3.48	St
4. Utilizes and recognizes only the best brain in the organization	(95) 19	(128) 32	(234) 78	(220) 110	(58) 58	(735) 297	2.47	Sd
5. Guide and help subordinates with problems	(540) 108	(396) 99	(159) 53	(62) 31	(6) 6	(1163) 297	3.91	0
6. Establish proper communications between himself/herself and subordinates	(470) 94	(348) 87	(210) 70	(68) 34	(12) 12	(1108) 297	3.73	0
7. Select objectives for improvement of educational progress by himself	(340) 68	(312) 78	(228) 76	(104) 52	(23) 23	(1007) 297	3.39	St
8. Encourages subordinates who are trying their best to grow professionally	(420) 84	(396) 99	(225) 75	(52) 26	(13) 13	(1106) 297	3.72	0
9. Makes rules and standards with the knowledge of the group	(435) 87	(448) 112	(198) 66	(34) 17	(15) 15	(1130) 297	3.80	0
10. Supervise the school beyond the reach of vehicles	(235) 47	(448) 112	(261) 87	(68) 34	(17) 17	(1029) 297	3.46	St
T O T A L	(3830) 766	(3484) 871	(2181) 727	(834) 417	(189) 189	(10518) 1970		
GRAND MEAN							3.54	0

Legend:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

establish harmonious relations between themselves and their superiors" obtained a weighted means of 3.72 and 3.70, respectively. All of the aforementioned indicators were rated as "often" practiced by the head teachers. Meanwhile, the rest of the indicators were rated "sometimes" except for "utilizes and recognizes only the best brain in the organization" with a weighted mean of 2.47 which was interpreted as "seldom".

Comparison of Responses of the Three
Groups of Respondents on the Extent the
Leadership Styles Were Practiced by the
Head Teachers

To answer the fourth question on the difference among the perceptions of the three categories of respondents on the extent to which the different leadership styles were practiced by the head teachers, the following findings are hereby presented.

Nomothetic. Table 14 compares the perception of the three categories of respondents on the extent the head teachers practiced the nomothetic style of leadership. As presented, the head teachers gave the highest grand mean of 3.20 while the teachers and the supervisors gave a grand mean of 2.98 and 2.94, respectively. However, the assessment of the three groups of respondents was interpreted similarly as "sometimes". This implied that all

Table 14

Comprison of Responses of the Three Groups of Respondents on the Extent to Which
the Nonauthoritative Leadership Style is Practiced by the Head Teachers

Component	HEAD TEACHERS		SUPERVISORS		TEACHERS		Over- all Mean	Inter- preta- tion
	Weighted Mean	Inter- preta- tion	Weighted Mean	Inter- preta- tion	Weighted Mean	Inter- preta- tion		
1. Consider the welfare of the organization	4.67	A	4.33	O	3.71	O	4.24	O
2. Provide and maintain funds and facilities	4.58	A	3.92	O	3.20	St	3.90	O
3. Control all the activities of the org.	4.12	O	4.00	O	2.88	St	3.67	O
4. Don't share responsibilities with others	2.44	Sd	1.50	N	2.57	St	2.17	Sd
5. Implement policies established by the group	4.55	A	4.17	O	3.42	St	4.05	O
6. Makes plans and decision alone	1.84	Sd	2.50	St	2.62	St	2.32	Sd
7. Spend funds which is not intended for such purpose	1.72	Sd	1.58	Sd	2.47	Sd	1.92	Sd
8. Give easier tasks to his favorites	1.74	Sd	1.25	N	2.51	St	1.83	Sd
9. Don't give subordinates a chance to participate in decision making	1.63	Sd	1.50	N	2.64	St	1.92	Sd
10. Monitors the activities of the organization whether it conforms to the objectives	4.72	A	4.67	A	3.81	O	4.40	O
T o t a l	32.01		29.42		29.83		30.42	
M e a n	3.20	St	2.94	St	2.98	St	3.04	St
Standard Deviation	1.35		1.33		0.49		1.03	

Legends:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

of them had the same general perception that head teachers passive as they sometimes practiced the nomothetic leadership style only. It is worthwhile to note that even the head teachers themselves who were supposed to be the subject of the study assessed themselves to be lenient in their practice of the nomothetic style of leadership. Further, the combined assessment of the three categories of respondents resulted to an over-all grand mean of 3.04 which could be interpreted also as "sometimes".

To test whether there were a significant differences in the variation of responses that existed, the one-way classification of ANOVA was employed. Table 15 shows the computed F value was 0.15 while the tabular or the critical

Table 15

The ANOVA Table to Test the Significant Differences on the Responses of the Three Groups of Respondents on the Extent the Nomothetic Leadership Style Practiced by the Head Teachers

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	Computed F-value	Tabular F-value
Between Groups	0.4236	2	0.2118	0.15	3.35
Within Groups	38.4493	27	1.4240	----	----
Total	38.8729	29	-----	----	----

F value at .05 level of significance and at degree of freedom of 27 was 3.35. Inasmuch as the computed F-value turned out to be lesser than the tabular or critical F-value, this led to the acceptance of the null hypothesis which stated that "there is no significant difference on the perception of the three categories of respondents to the extent the nomothetic leadership style is practiced by the head teachers".

Idiographic. The comparison of responses of the three categories of respondents on the extent the idiographic leadership style was practiced by the head teachers is shown in Table 16. Among the three categories of respondents, the head teachers gave the highest grand mean of 3.99 which was interpreted as "often" while the district supervisors gave 3.88 grand mean which was interpreted as "often" also. On the other hand, the teachers gave a grand mean of 3.49 which mean "sometimes". It was worthwhile to note that the head teachers gave higher rating compared to the other two categories of respondents relative to the extent the idiographic leadership style was practiced by themselves. This could be attributed to the fact that the former were directly involved in the administration and supervision of the teachers in their respective schools. On the contrary, the teachers gave the least grand mean and the least

Table 16

Comprison of Responses of the Three Groups of Respondents on the Extent to Which
the Idiographic Leadership Style is Practiced by the Head Teachers

Component	HEAD TEACHERS		SUPERVISORS		TEACHERS		Over- all Mean	Inter- preta- tion
	Weighted Mean	Inter- preta- tion	Weighted Mean	Inter- preta- tion	Weighted Mean	Inter- preta- tion		
1. Delegate authority to somebody to run the organization	1.79	Sd	2.63	St	2.70	St	2.44	Sd
2. Organize committee and provide coordination of activities among them	4.79	A	4.50	O	3.66	O	4.32	O
3. Criticizes the mistakes of subordinates	2.51	St	2.67	St	2.54	St	2.57	St
4. Provides flexible plans of action	4.74	A	4.41	O	3.74	O	4.30	O
5. Accept the suggestions of the staff and other members	4.88	A	4.42	O	4.06	O	4.45	O
6. Evaluate the performance of subordinates	5.00	A	4.83	A	4.04	O	4.62	A
7. Identify error and weaknesses in order to correct them	4.65	A	4.00	O	3.69	O	4.11	O
8. Provide cooperative tasks between superior and subordinates	4.40	O	4.50	A	3.70	O	4.20	O
9. Provide equal treatment among the members of the organization	4.95	A	4.75	A	3.78	O	4.69	O
10. Divide the work into the smallest and assigned only who fits the job	2.21	Sd	1.92	Sd	2.99	St	2.37	Sd
Total	39.92		38.83		34.90		37.87	
Mean	3.99	O	3.88	O	3.49	St	3.79	O
Standard Deviation	1.21		0.97		0.52		0.90	

Legend:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

assessment due to the fact that they were the subject of the administration. They often if not always felt that they were deprived and fairly treated, as their common reaction was to question management or administrators' prerogative.

Further, the combined assessment of the three groups of respondents led to conclude that the head teachers "often" practiced all the indicators in the idiographic leadership style.

To test whether there were significant differences in the variation of responses that existed, the one-way classification of ANOVA was employed, Table 17 summarizes the result. The computed F-value was 0.72 while the tabular

Table 17

The ANOVA Table to Test the Significant Differences on the Responses of the Three Groups of Respondents on the Extent the Idiographic Leadership Style Practiced by the Head Teachers

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	Computed F-value	Tabular F-value
Between Groups	1.4285	2	0.7143	0.72	3.35
Within Groups	26.9220	27	0.9971	----	----
Total	28.3505	29	-----	----	----

or critical F-value at .05 level of significance and at degree of freedom of 27 is 3.35. Inasmuch as the computed F-value turned out to be lesser than the tabular or critical F-value, the null hypothesis which stated that "there is no significant difference on the perceptions of the three categories of respondents to the extent the idiographic leadership style is practiced by the head teachers" was accepted.

Transactional. Table 18 compares the perception of the three categories of respondents on the extent the head teachers practiced the transactional style of leadership. As presented, the head teachers gave the highest grand mean of 4.09 while the supervisors and the teachers gave a grand mean of 4.04 and 3.54, respectively. The assessment of the three groups of respondents had the same interpretation, "often". This signified that head teachers in the division of Samar were very supportive to their respective teachers. They rather possessed the qualities of a leader and not a boss. In the exercise of the transactional leadership style, they developed a good working atmosphere, allowed democratic and participative way in achieving the goals and visions of the school.

To test whether there were a significant differences in the variation of responses that existed, the one-way

Table 18

Comprison of Responses of the Three Groups of Respondents on the Extent to Which
the Transactional Leadership Style is Practiced by the Head Teachers

C o m p o n e n t	HEAD TEACHERS		SUPERVISORS		TEACHERS		Over- all Mean	Inter- preta- tion
	Weighted Mean	Inter- preta- tion	Weighted Mean	Inter- preta- tion	Weighted Mean	Inter- preta- tion		
1. Encourages the subordinates to establish harmonious relations between themselves and their superiors	4.26	O	4.33	O	3.70	O	4.10	O
2. Motivate the members of the staff and subordinates to work with seal and confidence	4.78	A	4.92	A	3.73	O	4.48	O
3. Maintain effective interrelationship with the community	4.72	A	4.17	O	3.48	St	4.12	O
4. Utilizes and recognizes only the best brain in the organization	2.51	St	2.08	Sd	2.47	Sd	2.35	Sd
5. Guide and help subordinates with problems	4.56	A	4.25	O	3.91	O	4.24	O
6. Establish proper communications between himself/herself and subordinates	4.53	A	4.50	O	3.73	O	4.25	O
7. Select objectives for improvement of educational progress by himself	3.42	St	3.50	St	3.39	St	3.44	St
8. Encourages subordinates who are trying their best to grow professionally	3.93	O	4.17	O	3.72	O	3.94	O
9. Makes rules and standards with the knowledge of the group	4.19	O	4.42	O	3.80	O	4.14	O
10. Supervises the school beyond the reach of vehicles	4.00	O	4.25	O	3.46	St	3.90	O
T o t a l	40.90		40.43		35.39		38.91	
M e a n	4.09	O	4.04	O	3.54	O	3.89	O
Standard Deviation	0.66		0.78		0.39		0.59	

Legends:

Scale	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (St)
1.51 - 2.50	Seldom (Sd)
1.00 - 1.50	Never (N)

Table 19

The ANOVA Table to Test the Significant Differences on
the Responses of the Three Groups of Respondents on
the Extent the Transactional Leadership Style
Practiced by the Head Teachers

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	Computed F-value	Tabular F-value
Between Groups	1.8023	2	0.9012	2.01	3.35
Within Groups	12.1159	27	0.4487	----	----
Total	13.9182	29	-----	----	----

classification of ANOVA was employed. Table 19 shows the ANOVA Table to summarize the differences between the three categories of respondents. As presented, the computed F value was 2.01 while the tabular or the critical F value at 3.35. Inasmuch as the computed F-value turned out to be lesser than the tabular or critical F-value, this led to the acceptance of the null hypothesis which stated that "there is no significant difference on the perception of the three categories of respondents to the extent the transactional leadership style is practiced by the head teachers".

**Extent to Which the Different Leadership Styles
Practiced by the Head Teachers Influence
the Performance of the Teachers**

To answer the fifth question on the extent the leadership styles were practiced by the head teachers as perceived by the three categories of respondents, the following findings are herein presented.

The extent of influence of the leadership style was practiced by the head teachers was perceived by the head teachers themselves to "fully influence" the performance of their respective subordinate teachers. This was manifested by the grand mean of 4.64 as shown in Table 20. Of the different indicators to determine the influence of the leadership style practiced by the head teachers to the performance of the their respective teachers, seven out of ten were perceived to "fully influence". Of the seven indicators, "Evaluate the performance of the subordinates" obtained the highest weighted mean of 5.00, seconded by "considers the welfare of the organization" with a weighted mean of 4.93, followed by "monitors the activities of the organization whether they conform to the goals and objectives", "maintain effective interrelationship with the community" and "provides flexible plans or actions", "provides cooperative tasks between themselves and their superiors" and "encourages the subordinates to establish

Table 20

Extent of the Leadership Style Practiced by the Head Teachers that Influence
the Performance of Their Teachers as Perceived by the
Head Teachers

I n d i c a t o r s	Responses						Mean	Inter- preta- tion
	F	H	M	S	N	Total		
1. Accepts the suggestions of the staff and other members of the organization	(40)	(140)				(180)		
	8	35				43	4.18	H
2. Provides equal treatment among the members of the organization	(50)	(132)				(182)		
	10	33				43	4.23	H
3. Considers the welfare of the organization	(200)	(12)				(212)		
	40	3				43	4.93	F
	(50)	(124)	(6)			(180)		
4. Provides and maintain funds and facilities	10	31	2			43	4.18	H
5. Maintain effective interrelationship with the community	(165)	(40)				(205)		
	33	10				43	4.76	F
	(155)	(48)				(203)		
6. Provides flexible plans of actions	31	12				43	4.72	F
7. Monitors the activities of the organization whether they conform to the goals and objectives	(195)	(16)				(211)		
	39	4				43	4.90	F
8. Encourages the subordinates to establish harmonious relations between themselves and their superior	(165)	(32)				(197)		
	35	8				43	4.58	F
9. Provides cooperative tasks between superior and subordinates	(140)	(60)			(200)			
	28	15				43	4.65	F
	(215)					(215)		
10. Evaluate the performance of subordinates	43					43	5.00	F
<hr/>								
T O T A L	(1385)	(604)	(6)			(1995)		
	277	151	2			430		
<hr/>								
GRAND MEAN							4.64	F

Legend:

<u>Scale</u>	<u>Interpretation</u>
4.51 - 5.00	Fully (F)
3.51 - 4.50	Highly (H)
2.51 - 3.50	Moderately (M)
1.51 - 2.50	Slightly (S)
1.00 - 1.50	Never (N)

harmonious relations between themselves and their superior", with the weighted means of 4.90, 4.76, 4.72, 4.65 and 4.58, respectively. The rest of the indicators, were perceived by the head teachers themselves to "highly influence" the performance of the teachers. "Provide and maintain funds and facilities" and "accepts the suggestions of the staff and the members of the organization" obtained the least weighted mean of 4.18.

On the other hand, Table 21 presents the perception of the supervisors as to the extent the practiced leadership style by the head teachers influence the performance of their respective teachers. As presented, one-half of the indicators were perceived by them to "fully influence" the performance of the teachers while the other half as "highly influential". "Evaluate the performance of subordinates" obtained the highest weighted mean of 4.84 which could be interpreted as "fully influential" while "maintain effective interrelationship with the community" obtained the least mean of 4.15 which was interpreted as "highly influential".

Likewise, Table 22 shows the perception of the teachers as to the extent the leadership styles practiced by the head teachers influence their performance. As gleaned from the same table, "evaluate the performance of subordinates" obtained the highest weighted mean of 4.00 which could be

Table 21

Extent of the Leadership Style Practiced by the Head Teachers that Influence
the Performance of Their Teachers as Perceived by the
District Supervisors

I n d i c a t o r s	Responses						Mean	Inter- preta- tion
	H	F	M	S	N	Total		
1. Accepts the suggestions of the staff and other members of the organization	(30) 6	(24) 6				(54) 12	4.50	H
2. Provides equal treatment among the members of the organization	(45) 9	(8) 2	(3) 1			(56) 12	4.67	F
3. Considers the welfare of the organization	(35) 7	(20) 5				(55) 12	4.58	F
4. Provides and maintain funds and facilities	(5) 1	(16) 4	(21) 7			(42) 12	3.50	M
5. Maintain effective interrelationship with the community	(25) 5	(16) 4	(9) 3			(50) 12	4.17	H
6. Provides flexible plans of actions	(15) 3	(36) 9				(51) 12	4.25	H
7. Monitors the activities of the organization whether they conform to the goals and objectives	(30) 6	(16) 4	(6) 2			(52) 12	4.33	H
8. Encourages the subordinates to establish harmonious relations between themselves and their superior	(30) 6	(24) 6				(54) 12	4.50	H
9. Provides cooperative tasks between superior and subordinates	(30) 6	(24) 6				(54) 12	4.50	H
10. Evaluate the performance of subordinates	(50) 10	(8) 2				(58) 12	4.83	F
T O T A L	(295) 59	(192) 48	(39) 13			(526) 120		
GRAND MEAN							4.38	H

Legend:

<u>Scale</u>	<u>Interpretation</u>
4.51 - 5.00	Fully (F)
3.51 - 4.50	Highly (H)
2.51 - 3.50	Moderately (M)
1.51 - 2.50	Slightly (S)
1.00 - 1.50	Never (N)

Table 22

Extent of the Leadership Style Practiced by the Head Teachers that Influence
the Performance of Their Teachers as Perceived by the
Teachers Themselves

I n d i c a t o r s	Responses						Mean	Inter- preta- tion
	F	H	M	S	N	Total		
1. Accepts the suggestions of the staff and other members of the organization	(315) 63	(308) 77	(294) 98	(100) 50	(9) 9	(1026) 297	3.45	H
2. Provides equal treatment among the members of the organization	(400) 80	(340) 85	(231) 77	(92) 46	(9) 9	(1072) 297	3.60	H
3. Considers the welfare of the organization	(405) 81	(296) 74	(267) 89	(82) 41	(12) 12	(1062) 297	3.57	H
4. Provides and maintain funds and facilities	(165) 33	(328) 82	(294) 98	(136) 68	(16) 16	(939) 297	3.16	H
5. Maintain effective interrelationship with the community	(345) 69	(300) 75	(300) 100	(78) 39	(14) 14	(1037) 297	3.49	H
6. Provides flexible plans of actions	(250) 50	(352) 88	(309) 103	(100) 50	(6) 6	(1017) 297	3.42	H
7. Monitors the activities of the organization whether they conform to the goals and objectives	(325) 65	(384) 96	(264) 88	(82) 41	(7) 7	(1062) 297	3.57	H
8. Encourages the subordinates to establish harmonious relations between themselves and their superior	(495) 99	(376) 94	(201) 67	(52) 26	(11) 11	(1135) 297	3.82	H
9. Provides cooperative tasks between superior and subordinates	(315) 63	(388) 97	(285) 95	(54) 27	(15) 15	(200) 297	3.55	H
10. Evaluate the performance of subordinates	(545) 109	(436) 109	(159) 53	(48) 24	(2) 2	(1190) 297	4.00	H
T O T A L	(3560) 712	(3508) 877	(2604) 868	(824) 412	(101) 101	(10597) 2970		
GRAND MEAN							3.57	H

Legend:

Scale	Interpretation	
4.51 - 5.00	Fully	(F)
3.51 - 4.50	Highly	(H)
2.51 - 3.50	Moderately	(M)
1.51 - 2.50	Slightly	(S)
1.00 - 1.50	Never	(N)

Table 23

Comprison of Responses of the Three Groups of Respondents on the Extent
of Influence of the Leadership Style Practiced by the Head Teachers
on the Performance of Their Respective Teachers

C o m p o n e n t	HEAD TEACHERS		SUPERVISORS		TEACHERS		Over- all Mean	Inter- preta- tion
	Weighted Mean	Inter- preta- tion	Weighted Mean	Inter- preta- tion	Weighted Mean	Inter- preta- tion		
1. Accepts the suggestions of the staff and other member of the organization	4.18	H	4.50	H	3.45	M	4.04	H
2. Provides equal treatment among the members of the organization	4.23	H	4.67	F	3.60	H	4.17	H
3. Considers the welfare of the organization	4.93	F	4.58	F	3.57	H	4.36	H
4. Provides and maintain fund and facilities	4.18	H	3.50	H	3.16	M	3.61	H
5. Maintain effective interrelationship with the community	4.76	F	4.17	H	3.49	M	4.14	H
6. Provides flexible plans of action	4.72	F	4.25	H	3.42	M	4.13	H
7. Monitors the activities of the organization whether they conform to the goals and objectives	4.90	F	4.33	H	3.57	H	4.27	H
8. Encourages the subordinates to establish harmonious relations between themselves and their superior	4.58	F	4.50	H	3.82	H	4.30	H
9. Provides cooperative tasks between superior and subordinates	4.65	F	4.50	F	3.55	H	4.23	H
10. Evaluate the performance of subordinates	5.00	F	4.83	F	4.00	H	4.61	F
T o t a l	46.13		43.83		35.63		41.86	
M e a n	4.61	F	4.38	H	3.57	H	4.19	H
Standard Deviation	0.30		0.35		0.21		0.24	

Legende:

<u>Scale</u>	<u>Interpretation</u>
4.51 - 5.00	Fully (F)
3.51 - 4.50	Highly (H)
2.51 - 3.50	Moderately (M)
1.51 - 2.50	Slightly (S)
1.00 - 1.50	Never (N)

teachers, the following findings are hereby presented.

Table 23 presents the comparison of the perceptions of the three categories of respondents relative to the extent of influence of the practiced leadership styles of the head teachers on the performance of the teachers. As presented, the head teachers gave the highest grand mean of 4.61 which was interpreted as those leadership styles practiced by themselves "fully influence" the performance of the teachers. While the supervisors and the teachers gave a grand mean of 4.38 and 3.56, respectively which could be interpreted as "highly influential".

Table 24

The ANOVA Table to Test the Significant Differences on the Responses of the Three Groups of Respondents on the Extent of Influence of the Leadership Style Practiced by the Head Teachers to the Performance of the Teachers

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	Computed F-value	Tabular F-value
Between Groups	6.1046	2	3.0523	31.93	3.35
Within Groups	2.5824	27	0.0956	----	----
Total	8.6870	29	-----	----	----

The combined assessment of the three categories of respondents obtained an over-all grand mean of 4.19 which could be interpreted as the three groups of respondents were the same in their perception that the leadership styles practiced by the head teachers "highly influence" the performance of the teachers.

To test whether there were significant differences in the variation of responses that existed, the one-way classification ANOVA was employed. The computed F-value as shown in Table 25 was 31.93 while the tabular or critical F-value at .05 level of significance and at degree of freedom 27 was 3.35. Inasmuch as the computed F-value turned out to be greater than the tabular or critical F-value, this led to the rejection of the null hypothesis which stated that, "there is no significant difference among the perceptions of the three categories of respondents on the extent of influence of the leadership styles on the performance of the teachers.

To further test the significance of the variation of responses between the three categories of respondents the Duncan's Multiple Range Test (DMRT) was employed. The finding showed that the three categories of respondents significantly differed from one another on their perception relative to the extent of influence of the leadership styles

practiced by the head teachers on the performance of the teachers. This could be attributed to the independence of the three categories from one another. This meant that, the three categories of respondents independently responded based on their own perception and were not influenced by the other categories of respondents.

Relationship Between the Leadership
Style of Head Teachers and the
Performance of their Respective
Teachers

To answer the seventh question relative to the relationship between the leadership style practiced by the head teachers and the performance of their respective teachers, Table 25 presents the summary of the computed Spearman's rho (r_g -test) to determine if a relationship existed.

Nomothetic. The computed r_g value equalled to -0.52 which denoted that an inverse marked or moderate correlation existed between the nomothetic leadership style practiced by the head teachers and the performance of their respective teachers. This signified that the full extent of the practice of this kind of leadership somehow led to the decline in the productivity of the teachers, however, at a moderate level only, such that their performance remained "very satisfactory". On the other hand, the laxity of the

Table 25

Summary of the Spearman's Rho Computation Between the Leadership Style of the Head Teachers and the Performance of their Respective Teachers

Leadership Style	Computed rs value	Interpretation	Fisher's t-value		Decision
			Computed	Tabular	
Nomothetic	- 0.52	Marked or moderate negative correlation	- 1.722	.632	Reject Ho
Idiographic	- 0.11	Negligible inverse correlation	- 0.313	.632	Accept Ho
Transactional	- 0.40	Low or slight negative correlation	- 1.23	.632	Reject Ho

head teachers in the practice of the nomothetic leadership style moderately increased the productivity of the teachers.

To further test the significance of the correlation, the Fisher's t-test was employed. The computed t-value of - 1.722 at df 8 turned to be greater than the tabular t-value of .632. Therefore, the null hypothesis stating that "there is no significant relationship between the leadership style and the performance of their respective teachers", was

rejected. This means that the performance of the teachers was greatly influenced by the nomothetic leadership style practiced by the head teachers.

Idiographic. The performance of the teachers was not affected by the idiographic leadership style practiced by the head teachers. This was proven by the computed r_2 value of -0.11 which could be interpreted as "negligible correlation". This signified that the gravity of the practice of this kind of leadership style whether at full extent or less; did not affect in any way on the performance of the teachers. This showed that the teachers were fully convinced with their obligations under oath that they maintained their productivity thus, obtained a "very satisfactory" performance rating every end of the school term.

Further test of significance using the Fisher's t-test obtained a value of -0.313 which proved to be less than the tabular t-value of $.632$ at $df\ 8$. Therefore, the null hypothesis stating that "there is no significant relationship between the leadership style practiced by the head teachers and the performance of their respective teachers", was accepted. This means that the performance of the teachers was not influenced in any way by the idiographic leadership style practiced by the head teacher.

Transactional. Likewise, the computed r_s value of -0.40 proved that a negative low or slight correlation existed between the transactional leadership style practiced by the head teachers and the performance of their respective teachers. This meant that the gravity or the extent of the practice of the head teachers with this kind of leadership slightly affected their teachers' productivity. But the effect was just very slight such that the performance of the teachers did not change. It remained to be "very satisfactory". This could be attributed to their commitment to public service as their primordial obligation sworn under oath upon their assumption their duty as elementary school teachers.

Using the Fisher's t-test to determine the significance of the correlation, the computed t-value was - 1.23 which turned to be greater than the critical t-value .632 at df 8, this led to the rejection of the null hypothesis that stated that "there is no significant relationship between the leadership styles practiced by the head teachers and the performance of their respective teachers". This implies that in the real sense transactional leadership style practiced by the head teachers served as motivating factors that boost the morale of the teachers and therefore performed well.

Implications of the Findings of
the Study Towards Improving
Both the Head Teachers' and
Teachers' Performance

Head teachers are no ordinary workers. They were chosen from the rank of the teachers and occupy positions that put them higher than the others. As a result, they are endowed not only with a higher degree of responsibility but also with discretionary powers. Thus, their responsibilities and authority include coordinating all the resources of their respective schools to achieve a set of goal. Likewise, head teachers have to organize, direct, motivate, communicate, control, evaluate and develop teachers in their respective schools.

Moreover, their roles connote that they are not only responsible for the development of the teachers in their respective school but they are also responsible for the improvement and maintenance of the school plant - the things, materials and equipments.

However, it becomes apparent that the strength of the educational system essentially depends on the capacity of the teachers. The teachers are the unsung heroes - the greatest natural resources of the Department of Education, Culture and Sports. Therefore, the contribution of the head teachers in the development of the teachers in the educational arena is considered the most crucial and their

primary leadership function.

Furthermore, with the modern thrust of education, head teachers as well as the teachers can be aware that they do not exist for their own sake but to fulfill a specific social purpose to satisfy the specific need of the society, the community and the individuals - the clientele. They are not the ends in themselves, but the means.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations.

Summary of Findings

On the basis of the data collected, organized and analyzed, the following were the salient findings of this study:

1. The average age of the school head teachers was 51.95 which signified to belong to the upper age bracket. Based on this, the school head teachers were already matured and responsible enough to handle their positions. Moreover, majority of these school head teachers were dominated by the female sex.

2. All of the elementary school head teachers were married which signified competence on their part being experienced or exposed to managing the family that resembles the school they manage.

3. Most of the elementary school head teachers had earned masteral units which manifested that they were qualified educationally to handle their present position.

4. Majority of the elementary school head teachers had been an administrator for one to five years which signified

that the length of their service was enough to give them competence.

5. The average performance rating of the teachers obtained an adjectival rating of "very satisfactory" with an average rating of 83.40. The males had an average rating of 82.04 while the females had an average rating of 83.59. The data signified that the performance of the teachers was not affected by the leadership style practiced by their respective head teachers.

6. The perceptions of the three categories of respondents as to the nomothetic leadership style practiced by the head teachers obtained an adjectival rating of "sometimes" being manifested by the grand mean of 3.05. Using the one-way classification ANOVA to test if there were significant differences existed on the responses of the three categories of respondents, the computed t-value of 0.15 proved to be lesser than the critical t-value of 3.35 at .05 level of significance. This led to the acceptance of the null hypothesis.

7. The perceptions of the three categories of respondents as to the idiographic leadership style practiced by the head teachers obtained an adjectival rating of "often" being manifested by the grand mean of 3.79. Using the one-way classification ANOVA to test if there were

significant differences existed on the responses of the three categories of respondents, the computed t-value of 0.72 proved to be lesser than the critical t-value of 3.35 at .05 level of significance. This led to the acceptance of the null hypothesis.

8. The perceptions of the three categories of respondents as to the transactional leadership style practiced by the head teachers obtained an adjectival rating of "often" being manifested by the grand mean of 3.89. Using the one-way classification ANOVA to test if there were significant differences existed on the responses of the three categories of respondents, the computed t-value of 2.01 proved to be lesser than the critical t-value of 3.35 at .05 level of significance. This led to the acceptance of the null hypothesis.

9. The influence of the leadership style practiced by the head teachers was perceived by the three categories of respondents to "highly influence" the performance of the teachers.

10. The nomothetic leadership style practiced by the head teachers and the performance of the teachers were significantly correlated with one another. This was proven by the computed r_s of -0.52 which denoted an inverse moderate correlationship.

11. The idiographic leadership style practiced by the head teachers and the performance of the teachers were significantly correlated with one another. This was proven by the computed r_s of -0.11 which denoted an inverse negligible correlationship.

12. The transactional leadership style practiced by the head teachers and the performance of the teachers were significantly correlated with one another. This was proven by the computed r_s of -0.40 which denoted an inverse slight correlationship.

Conclusion

Based on the foregoing findings the following conclusions were drawn:

1. The average age of the three categories of respondents fell within the upper bracket which signified that all of them are matured and responsible enough to handle their respective positions. Further, female sex dominated the three categories of respondents.

2. Majority of the three categories of respondents were married. This showed that most of them were competent being exposed to the actual managing of the affairs of the family which is parallel to the management of the affairs of the school.

3. The three categories of respondents were educationally qualified to the positions they were in.

4. The length of service of the three categories of respondents was sufficient enough to give them remarkable experience and exposure to all facets of their respective jobs.

5. The three categories of respondents had the same perception on the extent to which the leadership styles were practiced by the head teachers and they did not differ from each other.

6. The three categories of respondents had different perceptions and views relative to the extent of influence of the leadership styles practiced by the head teachers on the performance of the teachers. This could be attributed to the independence of their individual assessment regarding the abovementioned subject.

7. The gravity of the practice of the nomothetic leadership style from the minimum to the full extent moderately affected the productivity of the teachers in an inverse manner. This could be attributed to the quest of the teachers to be treated fairly and justly by their superiors.

8. The strong commitment to public service of the teachers and their awareness of their primordial duty

stabilized their "very satisfactory" and commendable performance such that they could never be affected by the idiographic leadership style practiced by their respective head teachers.

9. The performance of the teachers was slightly influenced by the transactional leadership style practiced by the head teacher in an inverse manner. This showed that though head teachers were democratic yet the monitoring was close such that all aspects of the teachers were improved.

Recommendation

In the light of the conclusions drawn in this study, the researcher strongly recommends the following:

1. A conduct of a seminar-workshop for the administrators regarding executive leadership and management be undertaken especially those handled by facilitators from an authoritative institution in the said subject like the Development Academy of the Philippines (DAP).

2. A conduct of a seminar-workshop also be undertaken for the teachers that will focus on organizational change and development by facilitators from an authoritative institutions like the Development Academy of the Philippines (DAP).

3. Professional development of the teachers is strongly recommended through undergoing MA classes during

week ends and summer.

4. A conduct of a similar study as a follow-up to this present study be undertaken provincewide.

5. A regular assessment be made on the head teachers regarding their executive leadership and management. Simultaneous to this, is the periodic performance evaluation of their respective teachers.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 20, 1998

Prof. RIZALINA M. URBISTONDO, Ed. D.
Dean, Graduate/Post Graduate Education
Samar State Polytechnic College
Catbalogan, Samar

M a d a m :

In my desire to start writing my research proposal, I have the honor to submit for approval one of the following problems, **preferably Number One:**

1. LEADERSHIP STYLES OF HEAD TEACHERS IN SELECTED DISTRICTS IN THE DIVISION OF SAMAR: ITS INFLUENCE ON TEACHERS PERFORMANCE
2. AN ASSESSMENT OF THE LEADERSHIP STYLES PRACTICED BY THE HEAD TEACHERS AS IT CORRELATES TO THE PERFORMANCE OF THEIR RESPECTIVE TEACHERS
3. THE STATUS OF THE LEADERSHIP PRACTICED BY THE HEAD TEACHERS IN THE DIVISION OF SAMAR

I anticipate for your early and favorable action on this regard.

Very truly yours,

(SGD.) CESAR P. DEL ROSARIO
Researcher

A P P R O V E D :

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate & Post Graduate Education

APENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar
 SCHOOL OF GRADUATE EDUCATION

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: DEL ROSARIO CESAR P.
 (Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts in Education

AREA OF SPECIALIZATION: Administration and Supervision

TITLE OF PROPOSED THESIS/DISSERTATION: LEADERSHIP STYLES OF
HEAD TEACHERS IN SELECTED DISTRICTS IN THE DIVISION OF
SAMAR: ITS INFLUENCE ON TEACHERS PERFORMANCE

(SGD.) CESAR P. DEL ROSARIO
 Researcher

Name of Proposed Adviser:

PROF. EMILIO C. ALBOS, Ph. D.

A P P R O V E D :

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
 Dean, Graduate/Post Graduate Education

CONFORME:

(SGD.) EMILIO C. ALBOS, Ph. D.
 Adviser

1st copy - Dean
 2nd copy - Adviser
 3rd copy - Researcher

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
COLLEGE OF THE GRADUATE & POST-GRADUATE
Catbalogan, Samar

August 15, 1999

THE SCHOOLS DIVISION SUPERINTENDENT

DECS - Division of Samar
Division Office
Catbalogan, Samar

M a d a m :

May I have the honor to request permission to administer my Survey-Questionnaire Checklist to the District Supervisors, Head Teachers and Teachers in selected districts in the Division of Samar in connection with my research investigation entitled "LEADERSHIP STYLES OF HEAD TEACHERS IN SELECTED DISTRICTS IN THE DIVISION OF SAMAR: ITS INFLUENCE ON TEACHERS PERFORMANCE".

The findings and viable informations as a result of this study envisioned to improve the administrative aspects of the whole division and therefore will serve as an input for possible management redirection.

I anticipate for your wholehearted support and favorable action with this regard.

Thank you and Mabuhay!

Very truly yours,

(SGD.) CESAR P. DEL ROSARIO
Researcher

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed. D.
Schools Division Superintendent

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
COLLEGE OF THE GRADUATE/POST-GRADUATE EDUCATION
Catbalogan, Samar

August 15, 1998

Dear Respondents:

The undersigned, in compliance with the requirements of a master's degree, is currently conducting an investigation entitled, "LEADERSHIP STYLES OF HEAD TEACHERS IN SELECTED DISTRICTS IN THE DIVISION OF SAMAR: ITS INFLUENCE ON TEACHERS' PERFORMANCE".

Being a potent source of data in this study, the undersigned researcher therefore requests your honest and sincere opinion by answering the attached Survey Questionnaire Checklist.

Any information you would extend is a valuable input to this investigation hence, can help improve the educational system of the Division of Samar. Rest assured that all informations will be treated with strict confidentiality. However, presentations will be done by table and statistical inference.

Thank you and more power!

Very truly yours,

(SGD.) **CESAR P. DEL ROSARIO**
Researcher

SURVEY QUESTIONNAIRE CHECKLIST I
(For Head Teachers, District Supervisors and Teachers)

PART I - PERSONAL INFORMATION

Direction: Please check/supply the items that describe you best.

1. Name: _____ Position: _____
2. Name of School: _____
3. Address of School: _____
4. Civil Service Status:
 _____ Permanent _____ Provisional _____ Substitute
5. Sex: _____ Male _____ Female
6. Civil Status: _____ Married _____ Widow/er
 _____ Separated _____ Single
7. Number of Years Teaching Experience: _____
8. Educational Qualification: _____

PART II - QUESTIONNAIRE PROPER

Direction: Below are indicators of three (3) leadership styles, namely: nomothetic, idiographic and transactional. On the column provided, please check the appropriate column which indicates the frequency each indicator is presented by the Head Teacher.

- | | |
|---------------|------|
| 5 - Always | (A) |
| 4 - Often | (O) |
| 3 - Sometimes | (St) |
| 2 - Seldom | (Sd) |
| 1 - Never | (N) |

Indicators	5 (A)	4 (O)	3 (S t)	2 (S d)	1 (N)
A. Nomothetic					
1. Considers the welfare of the organization					
2. Provides and maintain funds and facilities					
3. Controls all the activities of the organization					
4. Doesn't share responsibilities with others					
5. Implements policies established by the group					
6. Makes plans and decision alone					
7. Spends funds which is not intended for such purpose					
8. Gives easier tasks to his favorites					
9. Doesn't give subordinates a chance to participate in decision making					
10. Monitors the activities of the organization whether it conforms to the objectives					
11. Others (please specify):					

Indicators	5 (A)	4 (O)	3 (S t)	2 (S d)	1 (N)
B. Idiographic					
1. Delegates authority to somebody to run the organization					
2. Organizes committee and provide coordination of activities among them					
3. Criticizes the mistakes of subordinates					
4. Provides flexible plans of action					
5. Accepts the suggestions of the staff and other members					
6. Evaluates the performance of subordinates					
7. Identify error and weaknesses in order to correct them					
8. Provides cooperative tasks between superior and subordinates					
9. Provides equal treatment among the members of the organization					
10. Divides the work into the smallest and assigned only who fits the job					
11. Others (pls specify): ----- -----					

Indicators	5 (A)	4 (O)	3 (S t)	2 (S d)	1 (N)
C. Transactional					
1. Encourages the subordinates to establish harmonious relations between themselves and their superior					
2. Motivates the members of the staff and subordinates to work with zeal and confidence					
3. Maintains effective interrelationship with the community					
4. Utilizes and recognizes only the best brain in the organization					
5. Guides and help subordinates with problems					
6. Establishes proper communications between himself/herself and subordinates					
7. Selects objectives for improvement of educational progress by himself					
8. Discourages subordinates who are trying their best to grow professionally					
9. Makes rules and standards without the knowledge of the group					

Indicators	5 (A)	4 (O)	3 (S t)	2 (S d)	1 (N)
10. Neglects to supervise the school beyond the reach of vehicles					
11. Others (pls specify): ----- -----					

PART III - OPEN-ENDED QUESTION

Direction: Below are the statements which indicate the leadership styles practiced by the head Teachers. Please write your comments or suggestions.

A. Observes and implements DECS programs and policies.

B. Organize committees that will do certain task and provide coordination of activities among them.

C. Identifies errors and weaknesses in order to be corrected and strengthened.

SURVEY QUESTIONNAIRE CHECKLIST 2
(For Head Teachers, District Supervisors and Teachers)

PART I - PERSONAL INFORMATION

Direction: Please check/supply the items that describe you best.

1. Name: _____ Position: _____
2. Name of School: _____
3. Address of School: _____
4. Civil Service Status:
 _____ Permanent _____ Provisional _____ Substitute
5. Sex: _____ Male _____ Female
6. Civil Status: _____ Married _____ Widow/er
 _____ Separated _____ Single
7. Number of Years Teaching Experience: _____
8. Educational Qualification: _____

PART II - INFLUENCE OF LEADERSHIP STYLES OF HEAD TEACHERS ON THE PERFORMANCE OF TEACHERS

Direction: Use the following scales to determine the extent to which leadership styles of Head Teachers influence teachers' performance. Put a check mark on the space provided for under each corresponding scale.

- | | |
|----------------|-----|
| 5 - Fully | (F) |
| 4 - Highly | (H) |
| 3 - Moderately | (M) |
| 2 - Slightly | (S) |
| 1 - Never | (N) |

Indicators	5 (F)	4 (H)	3 (M)	2 (S)	1 (N)
1. Accepts the suggestions of the staff and other members of the organization					
2. Provides equal treatment among the members of the organization					
3. Considers the welfare of the organization					
4. Provides and maintains funds and facilities					
5. Maintains effective inter-relationship with the community					
6. Provides flexible plans of action					
7. Monitors the activities of the organization whether they conform to the goals and objectives					
8. Encourages the subordinates to establish harmonious relations between themselves and their superior					
9. Provides cooperative tasks between superior and subordinates					
10. Evaluates the performance of subordinates					
11. Others (pls specify):					

CURRICULUM VITAE

CURRICULUM VITAE

NAME : CESAR P. DEL ROSARIO
DATE OF BIRTH : August 5, 1957
PLACE OF BIRTH : Lamitan, Basilan City
POSITION : Elem. Grades Head Teacher
STATION : Ilo Elementary School
CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Primary : Guin-ansan Elementary School
1964-1968
Elementary : Catbalogan I Pilot School
1968-1970
Secondary : Samar School of Arts and
Trades
1970-1974
College : Samar College
1974-1979
Graduate : Samar State Polytechnic
College
Curriculum Pursued : Master of Education
Major : Administration & Supervision

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET), 70% -
Tacloban City, November 17, 1983.

POSITIONS HELD

Secondary School Teacher : Baras Barangay High
School, Baras, Sto. Niño,
Samar

		June 13, 1979 - August 28, 1986
CAT Commandant	:	Baras Barangay High School, Baras, Sto. Niño, Samar June 13, 1979 - August 28, 1986
Elementary Grades Teacher I	:	Burabod Elementary School, Burabod, Sta. Margarita, Samar September 11, 1986 - October 11, 1986
Elementary Grades Teacher I	:	Panabatan Primary School, Panabatan, Sta. Margarita, Samar October 12, 1986 - June 30, 1989
Elementary Grades Teacher I	:	Balud Elementary School, Balud, Sta. Margarita, Samar July 7, 1989 - September 30, 1991
Elementary Grades Teacher II	:	Balud Elementary School, Balud, Sta. Margarita, Samar October 1, 1991 - July 16, 1996
Elementary School Head Teacher II	:	Ilo Elementary School, Ilo, Sta. Margarita, Samar July 17, 1996 to date

AWARDS AND DISTINCTION

Certificate of Commendation	:	Commended for obtaining a rating of 710.54 during the Annual Tactical Inspection that was conducted on 03 February 1984.
-----------------------------	---	--

- Certificate of Merit : For the meritorious and unstinted support accorded to the Samar-Calbayog City Council, Boy Scouts of the Philippines, March 1, 1986.
- Certificate of Appreciation : For meritorious & outstanding services rendered as Scoutmaster to the success of the 1st BSP and GSP Municipal Camporee, November 23-26, 1988.
- Certificate of Recognition : For the exemplary performance and dynamic pursuit of the goals of education, July 24, 1989.
- Certificate of Recognition : Awarded for the active involvement in the Special Fund Campaign which resulted to the successful outcome of the GSP Council, Samar Council, Ruby Jubilee Queen '89.
- Certificate of Appreciation : For the successful conduct of the BSP-GSP Camporee held at Central School District of Sta. Margarita, October 2-3, 1990.
- Certificate of Recognition : For giving meritorious and outstanding service rendered to the Basic Training Course for Unit Leaders at Gandara National High School, July 5-7, 1996.
- Certificate of Recognition : For giving meritorious and outstanding service rendered to the Quezon Memorial and Scout Field Day Celebration

'96, Gandara National High School, September 13-15, 1996.

- Plaque of Recognition : For his service and deep concern with the moral and physical development of the youth and his supportive policies for the cause of the Boy Scouts of the Philippines, Samar Council, February 14, 1997.
- Certificate of Recognition : For giving meritorious and outstanding services rendered to the Basic Training Course for Unit Leaders at Palale Elementary School, September 12-14, 1997.
- Certificate of Commendation : Accorded district recognition and the administration of the Eastern Samar Council Boy Scouts of the Philippines in the over-all success of the First Samar Island Jamborette (11th Council Jamborette), September 18-22, 1997.
- Silver Service Award : For meritorious and outstanding service rendered to the organization, Boy Scouts of the Philippines, October 31, 1997.
- Certificate of Appreciation : For his outstanding and exemplary services rendered as Facilitator during the District Training of Teachers in Physical Education, Sta. Margarita, January 29, 1998.
- Katibayan sa Pagpapahalaga : Kasangguni sa Inuulit na Gawaing-Isapulungan sa

Filipino, Sta. Margarita,
Samar, Nobyembre 18-19, 1998.

Plaque of
Recognition : For his sincere and deep
concern and meritorious
support to the Physical
Development of the School that
greatly helped to the DECS
Programs and Projects,
District of Sta. Margarita,
December 16, 1998.

SEMINARS AND WORKSHOPS ATTENDED

Scouting Fundamentals and Program Planning Courses, Almagro,
Samar, October 12-15, 1979.

3-day Division Seminar-Workshop in Sports, Catbalogan,
Samar, November 19-21, 1980.

Regional Seminar-Workshop on the Use of Filipino in Social
Studies and YDT-CAT, Catbalogan, Samar, November 11-13,
1980.

Division TBS Training for Secondary School Teachers,
Catbalogan, Samar, December 8-14, 1983.

Echo Seminar-Workshop on Educational Planning and Management
for Secondary Schools in the Division of Samar and
Calbayog City Division, Catbalogan, Samar July 30 to
August 8, 1984.

Formal Training Phase of the PRODED-ERP Teacher Formation
Program, Calbayog City, October 15-18, 1986 and
Gandara, Samar, October 27 to November 1, 1986.

Level III Training for Elementary Grades Teachers as School
Health Guardian, Central School, Sta. Margarita, Samar,
August 12-13, 1989.

CAT Commandants/Instructors Refresher Course Class '81-82,
TTMIST, Calbayog City, July 12-21, 1982.

Division Seminar-Workshop in the Preparation/Utilization and
Evaluation of Social Studies Lesson Plan for the
Elementary Grades at the GSP Bldg., Catbalogan, Samar,
August 9-12, 1989.

12th Asia Pacific Jamboree (9th National Jamboree) Boy Scouts of the Philippines at Mt. Makiling, Los Baños, Laguna, April 22-28, 1991.

In-House Workshop on Skills Competency Development in the Teaching of Sibika at Kultura at Heograpiya, Kasaysayan at Sibika, Division of Samar, Catbalogan, July 12 to October 13, 1993.

10th Regional Jamborette, UEP, Catarman, Northern Samar, Scouts City, April 19-25, 1993.

Two-day Division District-Based Training of Teachers and Administrators on "Time on Task", Catbalogan, Samar on June, 1994.

Division Training of District Trainers in Physical Education for Grades I and II Teachers, Catbalogan IV Central School, May 28-30, 1995.

1996 Folk Dance Workshop and Dance Congress, Dulag Cultural Center, Dulag, Leyte, October 3-4, 1996.

Philippine Centennial Scout Jamboree (11th BSP National Jamboree), Clark Field, Pampanga, Philippines, January 5-11, 1998.

Regional Orientation Workshop on the Regular Annual Collection and Processing of Basic Education Data, January 19-20, 1998.

Regional Advancement Seminar Workshop, Capitol Hills Scout Camp, Cebu City, June 19-21, 1998.

Division Seminar-Workshop on Instructional Supervision for Principals and Head Teachers, Redaja Hall, DECS, Division Office, Catbalogan, Samar, July 27-29, 1998.

Regional-Division-Based Seminar-Workshop for School Administrators, Sports Trainers/Clinicians of Coaches, Redaja Hall, Division Office, Catbalogan, Samar, December 10, 1998.

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