

**LEADERSHIP STYLES AND MANAGEMENT FUNCTIONS OF THE  
UNIVERSITY OF EASTERN PHILIPPINES  
(UEP) EXECUTIVES**

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**In Partial Fulfillment  
of the Requirement of the Course  
Master of Arts in Education  
Major in Administration and Supervision**

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**March 2000**

## APPROVAL SHEET


This thesis entitled **"LEADERSHIP STYLES AND MANAGEMENT FUNCTIONS OF THE UNIVERSITY OF EASTERN PHILIPPINES (UEP) EXECUTIVES"** prepared and submitted by **JOSE E. VIVA**, in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION** major in **Administration and Supervision** had been examined with a rating of **PASSED** is hereby recommended for acceptance and approval for **ORAL EXAMINATION**.


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## **DEDICATION**

This work is humbly dedicated to:

Evelina B. Viva, my wife, who provided me all the love, understanding, inspiration and sacrifices in making this thesis a reality;

To my children: Jovie, Jojo, Evelyn, and Joel, who helped and motivated me to finish this work

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To the Lord God Almighty, who guides and gives me the strength in everything.

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## **ABSTRACT**

The study was intended to find out and describe the leadership styles in relation to the major management functions of the University of Eastern Philippine (UEP) executives. The study used the normative-descriptive research design with the questionnaire as the chief instrument used in data gathering. It was supplemented by documentary facts, and personal observation of the researcher on the subject executives. UEP executives encountered many administrative problems in the exercise of their official functions. Foremost, was the problem of limited facilities, followed by the slowness in the purchase and procurement of supplies and materials, uncooperativeness of some subordinates, political influences, misinterpretation of good intention by some subordinates, lack of time for supervision, and difficulty in internalizing work ethics and the values of service orientation of some faculty members and other subordinates. The UEP executives were also high in both consideration and initiating structures of leadership. They were rated “strong” in these dimensions of leadership by their constituents. They were friendly and approachable; always get the approval of their subordinates before going ahead; they always give advance notice of change when changes in the duties of the subordinates were necessary. The executives were also considered by their subordinates as task-and-development-oriented leaders. Despite the difference in the perception of the executives and their subordinates on the UEP executives’ leadership styles and the extent of their management practices, both groups of respondents believe that UEP executives had “strong” qualities of a good leader and good manager.

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## **Chapter 1**

### **THE PROBLEM: ITS BACKGROUND**

#### **Introduction**

The educational system is expected to effectively contribute to the country's social, economic, political and cultural development. The 1935, 1973, as well as, 1987 Constitution placed education as a top priority program of the government. Article II Section 17 of the 1987 Constitution states: "The state shall give priority to education, science and technology, arts, culture and sports to foster patriotism, accelerate social progress, and promote total human liberation and development." Likewise, nineteen (19) sections in Article XIV of the same Constitution were provided to make education more effective, relevant and accessible to the Filipino people.

In view of this, the Department of Education, Culture and Sports together with the Commission on Higher Education, the chartered State Colleges and Universities and the Technical Education and Skills Development Authority (TESDA) together worked to realize this mission. However, it was found out in several studies that the Philippine educational system has, seemingly, never been effective in its mission. Thus, several reforms were made to make education more functional, realistic and relevant to meet the needs and demands of the ever changing

world. Among these reforms were PD No. 6-A known as the Educational Act of 1972; Department Order No. 6, s, 1973 of the Department of Education, Culture and Sports which underscored the need for reorientation in certain aspects of education at the same time institute certain educational policies to achieve development goals (Marcos 1972:20); and PB (Parliamentary Bill) No. 524 known as Education Act of 1982 which established an integrated system of education in the country relevant to the goals of national development. This Act covers both public and public schools at all levels of the educational system including non-formal education.

Aware of this expectation of schools and by virtue of the constitutional and statutory provisions on education, educational leaders and administrators are expected to effectively administer the institutional programs and policies at the same time lead in their improvement. The former role implies activities technically known as administration while the latter implies institutional leadership.

However, in the exercise of leadership, an educational executive or leader should set a good example and inspiration that can maximize logical thinking to the extent of the attainment of educational goals. S/He should be a facilitator of differences, a developer of present potentials, a paternal or maternal image, a confidante to the subordinate, and a backstop to the workers lapsing into mediocrity on the job. S/He must also develop a climate conducive to a good teaching-learning environment

especially for the teachers and other subordinates. S/He ought to have a stock of techniques or practices in mind so that s/he will not be found wanting when teachers and other subordinates come to her/him for suggestions, assistance, and recognition. Her/his sense of humor releases tension, expresses hostility in a socially accepted form and can afford to crack jokes at her/his expense, if it will only benefit the group (Azanza, 1981:294). On the other hand, extreme ambition, low morale, poor communication and turf building cause a group to fall.

The rise and fall of an educational institution like the University of Eastern Philippines depends heavily upon the effectiveness of its leadership. The failure of the executive to develop effective leadership and their inability to promote proper organizational climate may lead not only to their unhappiness, demoralization and insecurity but also to the breakdown of teachers and other subordinates morale, and eventually, this will affect adversely the attainment of educational goals. The University of Eastern Philippines is not exempted from this dilemma. The researcher believes that apart from the effect of natural calamities that rout the place the type of institutional leadership affect the growth and development of this university.

Due to the felt need to assess the leadership in this institution, this study on leadership styles was conducted to find out what leadership styles were UEP executives practicing and find out also how effective they were in their management functions as planning, organizing, directing,

and controlling. The expressed satisfaction of the subordinates with their leadership was also assessed. Likewise, the administrative problems encountered by the executives in relation to their functions, and the suggested solutions to such problems were also considered.

### **Background of the study**

Geographically, the university is located four (4) kilometers away east of Catarman, the capital town of Northern Samar. It faces the blue Pacific Ocean on the north. UEP is a principal institution of learning. Its mission is to give technical and professional training, advanced education in literature, philosophy, sciences, arts, and law, aside from providing for the promotion of scientific and technical researches and extension services.

UEP was formally opened as the Catarman Agricultural School in the school year 1918-1919 through the proposal of the then Governor of Samar Clodualdo Lucero to the Board of Samar. Its first set of students comprised the intermediate classes of the Catarman Elementary School. They became the first batch of high school students upon their graduation. In 1951, it became the Catarman National Agricultural School (CNAS).

Republic Act No. 1434, authored by the late Representative Eladio T. Balite converted CNAS into Samar Institute of Technology (SIT) on June 14, 1957. Realizing the need for a university status, Congressman Balite again authored a bill elevating SIT into the University of Eastern

Philippines by virtue of Republic Act No. 4126 which was approved on June 20, 1964.

Now, UEP embraces nine (9) colleges and a graduate school. The colleges are: 1) College of Agriculture, 2) College of Arts and Communication, 3) College of Business Administration, 4) College of Education, 5) College of Engineering, 6) College of Nursing, 7) College of Science, 8) College of Veterinary Medicine, and 9) College of Law.

### **Statement of the Problem**

This study attempted to find out and describe the leadership styles and the major management functions of the executives of University of the Eastern Philippines (UEP). Specifically, the study sought to answer the following questions:

1. What is the socio-economic profile of the executives of the University of Eastern Philippines (UEP) as to:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 educational attainment;
- 1.4 academic rank/position;
- 1.5 administrative experience;
- 1.6 in-service training;
- 1.7 performance rating; and
- 1.8 monthly income?

2. What are the leadership styles and management functions of the executives of the University of Eastern Philippines (UEP)?

3. As perceived by the UEP executives and their subordinates, to what extent do UEP executives practice the following leadership styles?

3.1 autocratic or democratic;

3.2 consideration structure; and

3.3 initiating structure.

4. As perceived by the UEP executives and their subordinates, to what extent do UEP executives practice the following management functions?

4.1 planning;

4.2 organizing;

4.3 directing; and

4.4 controlling.

5. Is there a significant difference between the perception of the UEP executives and that of their subordinates on the extent to which UEP executives practice the different leadership styles and the four management functions?

6. What is the expressed level of satisfaction of UEP executives and that of their subordinates on the former's leadership styles and the four management functions?

7. Is there a significant difference between the expressed level of satisfaction of UEP executives and that of their subordinates on former's leadership styles and the four management functions?

8. Is there a significant relationship between the extent to which UEP executives practice the different leadership styles and the four management functions in terms of their:

- 8.1 age and sex;
- 8.2 civil status;
- 8.3 educational attainment;
- 8.4 academic rank/position;
- 8.5 administrative experience;
- 8.6 in-service training;
- 8.7 performance rating; and
- 8.8 monthly income?

9. What are the problems encountered by the UEP executives in the exercise of their management functions?

10. What alternative solutions to these problems may be suggested by the UEP executives?

11. What are the implications of this study for the management of an institution like UEP?

## **Hypotheses**

Based on the questions proposed, the following null hypotheses were tested using the appropriate statistical measures:

1. There is no significant difference between the perception of the UEP executives and their subordinates on the extent to which UEP executives practice the different leadership styles along the following management functions:

- 1.1 planning;
- 1.2 organizing;
- 1.3 directing; and
- 1.4 controlling.

2. There is no significant difference between the expressed level of satisfaction of the UEP executives and that of the subordinates on the UEP executives leadership along the four considered management functions.

3. There is no significant relationship between the extent to which UEP executives practice the different leadership styles along the four management functions and their:

- 3.1 age and sex;
- 3.2 civil status;
- 3.3 educational attainment;
- 3.4 academic rank/position;
- 3.5 administrative experience;



- 3.6 in-service training attended;
- 3.7 performance rating; and
- 3.8 monthly income.

### **Theoretical Framework**

This study was anchored on the theory of the Ohio State University Staff and the theory of Katz (1974). These theories are focused on the leader's behavior in a social system. In this model, the leader deals with two dimensions, namely: 1) achievement of organizational or group goals, and 2) meeting the needs of the members of the organization or group. Manuel and Medel (1976:156-158), considered these dimensions of leadership as "Initiating Structure" and "Consideration Structure."

Initiating structure is defined as the extent to which the leader organizes and defines the relation between herself/himself and her/his subordinates or fellow group member; characterized by a tendency to define the role which s/he expects each member of the group to assume, endeavoring to establish a well defined pattern of organization, channels of communication, and ways of getting the jobs done.

Consideration structure, on the other hand, is defined as the extent to which the leader, while carrying out his/her functions, is considerate of the men who are his/her followers. There is no implication, however, of laxity in the performance of duty. The positive role of the leader is

characterized by warm personal relations, readiness to explain actions, and willingness to listen to subordinates.

Halpin (1969), stressed that in order to be successful, a leader must be able to lead and contribute action and get things done with or through others. But s/he must accomplish her/his purpose without jeopardizing the integrity of the group. S/he must also know how to maintain good human relation. In other words, s/he should be strong in both initiating and consideration dimensions of leadership. Under this theory, four leadership behavior combinations are possible for a leader:

1. high consideration (C+) and high initiating structures (S+);
2. high consideration (C+) and low in initiating structure (S-);
3. low consideration (C-) and low initiating structure (S-); and
4. low consideration (C-) and high initiating structure (S+).

Leaders described in number one (1) are considered highly effective. While leaders described in number three (3) are characterized as least effective. The leaders in number four (4) are considered the martinets and the "cold fish" who are so intent upon self promotion that they forget they are dealing with human beings, not with cogs in a machine. The leaders described in number two (2) are also ineffective. They may ooze with the milk of human kindness, but this contributes little to effective performance unless their behavior is accompanied by a maximum of initiating structure (Halpin, 1957:98-99).

Katz (1955:33-42), in his study of leadership, conceived leadership in terms of three competencies: conceptual, human, and technical skills. These skills are basic and important for leaders who must possess them in varying degree of proficiency.

Conceptual skills involve the ability to see the organization as a whole. They involve such ability as understanding of how various functions of an organization are interdependent and how changes in any part affect all the others. It also entails the visualization of the leadership, which the organization has with the field, the community, political, social and economic forces of the nation. Possession of conceptual skills enables the executive to act in a manner that advances the over-all welfare of the organization.

Human skill involve the ability to work effectively as a group member and to build cooperative efforts within the group. It is the way the executive perceives and recognizes the perception of his/her superiors, peers and subordinates, and the ways he/she believes as a leader.

Technical skills involve specialized knowledge and ability involving methods, processes, procedures, or techniques with a specific kind of activity. It involve specialized knowledge, analytical ability involving that specialty and facility, and the use of tools and procedures of that specialty.

## **Conceptual Framework**

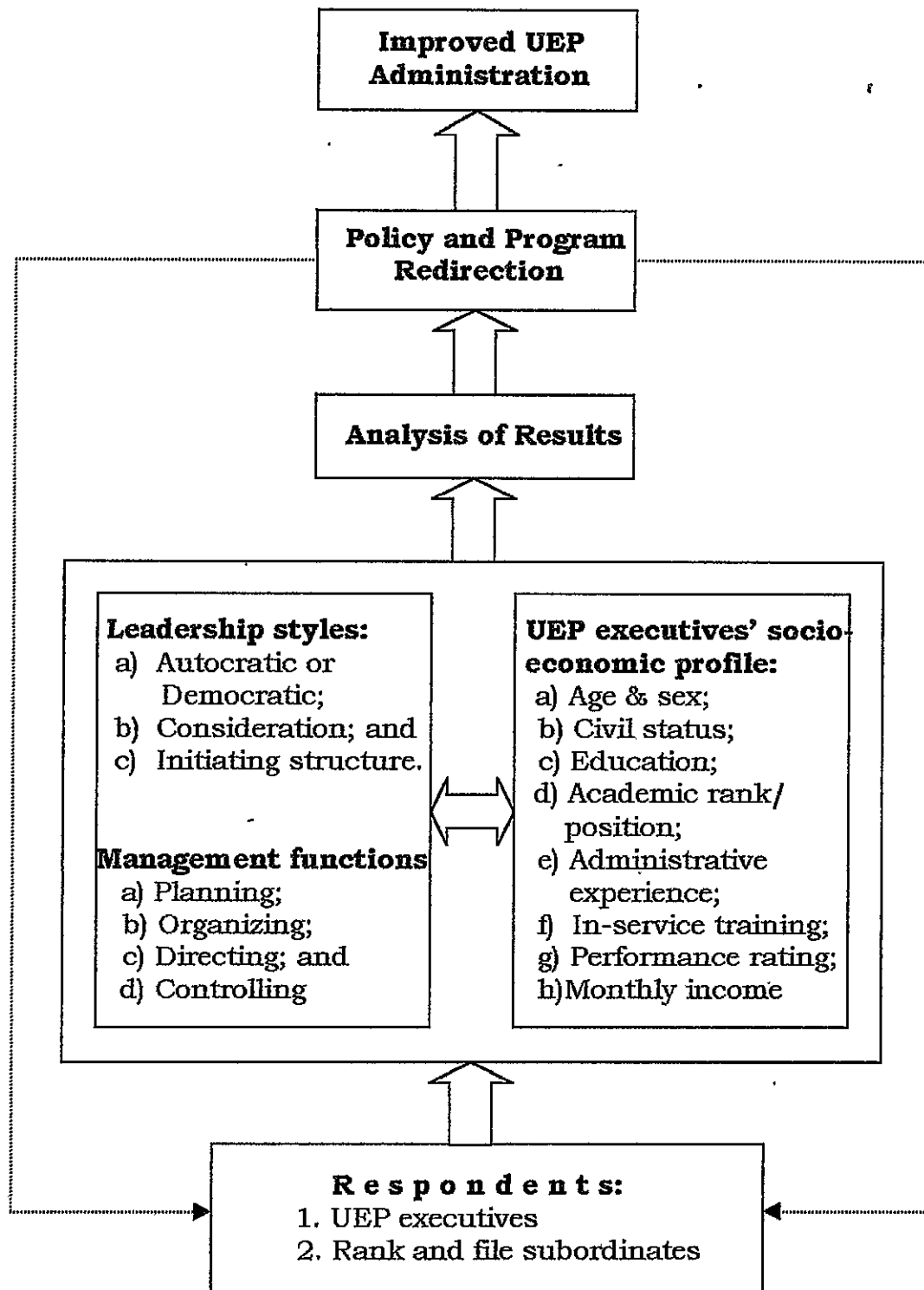
This study was conducted to determine to what extent do the UEP executives practice the different leadership styles in their management functions with the hope that this may contribute to an improved UEP administration.

The researcher assessed the top and middle levels executives of UEP whether they are practicing autocratic or democratic styles of leadership. Whether they are results oriented and/or people oriented leaders. The extent of management functions of UEP executives was also considered.

As shown in the paradigm, the arrows upward represent the flow of information that leads to the ultimate aim of the study. The double arrowheads show the correlation or relationship between the major variables which are the leadership styles and management functions on one hand, and the executives' socio-economic profile on the other hand.

The leadership variables are democratic or autocratic, consideration and initiating structures. Planning, organizing, directing, and controlling, are considered under management functions variables.

The executives' socio-economic variables are age, sex, civil status, educational attainment, academic rank/position, in-service training, performance rating, and monthly income. They constitute as the research environment of the study. The socio-economic profile of the executives were considered to affect the leadership styles and management functions of UEP executives.



**Figure 1.** Paradigm showing the research environment, structure, relationship of variables and the ultimate aim of the study.

The twenty-four (24) executives and one hundred ninety-four (194) subordinates were employed to provide the data which have been analyzed and interpreted using the appropriate statistical tools. The result of this study is expected to provide inputs to the administrators and policy makers of this university in policy and program redirection which in turn facilitates the attainment of an improved UEP administration.

### **Importance of the Study**

Effective leadership with an open communication and good human relation is indispensable in organizational management. It requires knowledge of leadership and management behaviors of man, without which an organization may become ineffective in its operation. Knowledge of organizational climate, therefore, especially that of leadership styles and their effectiveness should not be overlooked. The executive cannot secure cooperation from other personnel and subordinates if there is no harmonious relations that exist between them in the organization. Hence, aside from setting up the organizational structure, programs and projects, the primary responsibility of an executive in a school like UEP is to find ways and means to make the school personnel cooperative, active, innovative, and helpful.

But before the executive could come up with the appropriate strategies for an efficient and effective management, benchmark data should be had; hence, this study.

This study which will assess the existing leadership and management functions of UEP executives is the first of its kind. The data were gathered primarily from 218 respondents, 24 UEP executives and 194 subordinates. It is expected that this study would give benefits in the form of valuable information and other inputs for an effective/efficient administration of an institution like UEP.

The results of this study may benefit not only the UEP executives, but also the policy makers, professors and instructors, researchers, extension workers, and other rank and file employees and even the studentry of the university. This may also give benefit to the community it serves.

To UEP executives, this study may serve as a mirror of their leadership and management of their respective units. To UEP policy makers, this benchmark information will be useful in the formulation of school policies, rules and regulations, as well as on subordinates-superior relationship.

To UEP administrators, the result of this study may give them awareness of their roles in running effectively the institution which they serve. This may also give ideas about subordinate aspirations and level of personal satisfaction on their leadership and management behaviors.

To the rank and file employees, the results of the study may also give them insights about the leadership styles of their superiors for them to easily adjust and avoid conflict and misunderstanding between them.

To the researchers and extension workers, this study may give them ideas on the future researches they intend to conduct especially in the field of leadership and management.

To the people in the community, results of this study may give them idea on the organizational climate of this university particularly the leadership styles of UEP executives. This study may give them also some insights into the mission and vision of the university which they could be proud of.

### **Scope and Delimitation of the Study**

It was the intention of this study to find out and describe the leadership styles and the major management functions of the executives of the University of Eastern Philippines.

To assess the current leadership styles and the extent of UEP executives' performance in planning, organizing, directing, and controlling, two (2) groups of respondents were involved, namely: 1) the 24 top and middle levels executives who were totally enumerated, and 2) the 194 subordinates who were taken through a stratified random sampling, or a total of 218 respondents from the rank of top executive to the lowest rank in the rank and file employee of the university.

The top level executives were the university President, and the 3 Vice Presidents. On the other hand, the middle level executives were: the Deans of the different colleges, Directors of various departments/units,



Principals of laboratory schools and Heads of departments/units of the university.

The 194 subordinates were taken randomly from the different colleges, schools, departments/units and offices of the university, while the 24 executives were totally enumerated.

The 218 total respondents of the study were given the same sets of questionnaire prepared for the purpose. They were asked to give information or data which will serve as inputs in the analysis of the problems of the study.

The study deals with the perception of both the UEP executives and their subordinates on the UEP executives' leadership styles in relation to the major management functions as planning, organizing, directing, and controlling. The express satisfaction of the executives and the subordinates as regards the UEP executives' leadership styles in the exercise of the management functions was considered. The study identified also how the socio-economic profile of UEP executives affected their leadership and management behaviors. These socio-economic variables were age and sex, civil status, educational attainment, academic rank/position, administrative experience, in-service training, performance rating, and monthly income. The administrative problems they encountered, the alternative solutions to such problems, and the implications of this study toward an improved administration of an institution like UEP were also considered in this study. It also determined

whether or not there was a significant difference between the perception of the executives and their subordinates on the UEP executives' leadership styles in relation to the management functions.

The study was conducted in the main campus of the University of Eastern Philippines during the school year 1999-2000.

### **Definition of Terms**

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

**Administrator.** A person responsible for the total administration of an educational institution, system, division or district (Good, 1959:15). In this study, it refers to the University President.

**Autocratic leadership.** A style of leadership wherein the leader has a high control of decision; activities and the behavior of the member is highly structured and controlled by the leader (Good: 1959). As used in this study, a grand weighted mean below 2.50 falls under autocratic or democratic leadership styles.

**Behavior.** This refers to all types of responses made by the individuals, particularly those that can be observed (Crane, 1958:584). In this study it refers to the identified leadership styles and management behaviors of the UEP executives as embodied in the prepared questionnaire.

**Criterion mean.** It refers to the mean in a point scale used in interpreting responses to the questionnaire (Good, 1959). In this study, criterion mean is taken as a central reference point and basis of describing the extent of management functions exercised by executives.

**Consideration structure.** This refers to the behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leaders and the members of their staff (Halpin, 1957:27). As used in this study, it refers to the leadership behaviors which is friendly, understanding, warm, open, tolerant, and respectful in terms of relationship between the leader and their subordinates in their organization.

**Controlling.** It refers to the managerial activity for ensuring the achievement of an organization's objectives (Lorenzana, 1993:69). As used in this study, it involves follow-up to see that the events conforms to the plan. Performance is evaluated and undesirable deviations are corrected to assure accomplishments of goals.

**Democratic leadership.** A style of leadership which adopts the democratic principles and practices. It implies cooperation on the part of all the members of the group and also that the group planning and decision making will be the rule rather than the exception (Good, 1959). In this study it means a grand weighted mean above 2.50 under autocratic or democratic leadership styles of executives.

**Directing** means the pointing of all efforts toward the known objectives. It gives guidance and points out the course to be followed (Gutierrez, et al: 37). In this study, it means guiding the subordinates so that they will be knowledgeable, and will work effectively toward stated organizational goals.

**Executives**. The line officers or managers who are responsible for the administration and supervision in a certain organization (Gutierrez, et al: 37). In this study, executives are the top and middle levels line managers which include the following: President, Vice President, Deans, Principals and Directors of different organizational units of the university.

**Initiating structure**. It is the leader's behavior in delineating relation between himself and the members of the group and in endeavoring to establish well defined patterns of organization, channels of communication, and ways of getting the job done (Halpin, 1957). In this study, it refers to the leader's behavior characterized by a tendency to define the role which s/he expects each member of the group to assume, endeavoring to establish a well defined pattern of getting the jobs done.

**Leader**. A person during the time when, as far as his/her will, feeling and insights is concerned, directs and controls the pursuit of a cause which she/he represents (Huse, 1973:168). They were identified as the top and middle level executives in this study.

**Leadership**. This refers to influencing of the action, behavior, beliefs and feelings of an actor in a social system by another actor with the

willing cooperation of the actor being influenced (Halpin, 1958). It is applied to this study as the styles of leadership whether democratic or autocratic, high or low in consideration and in initiating structures.

**Leadership styles** refers to the manner which the leader attempts to reach the goals of the organization. The leadership styles used in this study were democratic or autocratic, initiating structure, and/or consideration styles (Good, 1959:313).

**Management**. It is the process of planning, organizing, directing, and controlling organizational resources in the pursuit of organizational goals (Dunham and Pierce, 1959:69).

**Management functions** are the management processes such as planning, organizing, directing and controlling (Lorenzana, 1993:3-4). Same management functions were considered in this study.

**Organizational climate** is the prevailing organizational condition and reflects an organization's overall character or tone. It is composed of such factors as structures, processes and culture (Dunham and Pierce, 1989:76). It is applied in this study as the physical facilities, and the performance of the executives in their administrative duties and responsibilities, as well as the level of satisfaction of all employees in this university in relation to the school administration.

**Organizing** is the process of grouping and assigning activities and providing the necessary authority to carry out the activities (Lorenzana, 1993:26). In this study, it is the process of dividing into groups to achieve

goals, assigning such grouping to a manager, and establishing authority over such organizational units.

**Perception.** It is a cognitive process by which an individual gives meaning to the environment (Webster, 1992:165). In this study, it refers to express personal views, observations or allegations gathered from the respondents.

**Planning** is the determination of what work must be done by the group to achieve stated goals (Lorenzana, 1993:18).

**Policy and program redirection.** Conceptually and as used in this study, this refers to a certain policy and/or program designed to enrich, modify, abolish or maintain, as the case may be, to improve the achievement of a desired goals.

**Practices.** As used in this study, they refer to the repeated ways and means employed in doing a work.

**Socio-economic status.** It refer to the social economic condition of the subject executives. It includes age, sex, civil status, education, rank/position in the office, administrative experience, training, performance rating, and monthly income of the subject executives.

**Subordinates** are persons of inferior importance or rank under other's control or order (Webster, 1993:219). They are the 194 respondents coming from the lower level personnel with or without managerial/administrative functions. They may be professors, instructors, or other rank and file employees of UEP.

## **Chapter 2**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

Several related literature and studies already conducted were extensively reviewed to help clarify and explain the conceptual framework of this study. The researcher, in his effort to review the most recent literature and studies, had considered the following:

#### **Related Literature**

Lorenzana (1993:3), in his book, "Management Theory and Practices," stressed that managing is an increasingly important activity in today's complex society. Society breeds more and more organizations everyday. In each of these organizations, managing is an essential activity. Managers are constantly needed to plan, organize, direct and control operations to ensure that organizations accomplish their goals.

Managerial jobs, however, differ. Not all managers perform exactly the same activities or face the same problems. Because management is not a closed system, all managers deal and interact with different environments – economic, technological, social, political, legal and ethical – in which they operate. Thus, the need to examine and study the management and leadership styles of executives/managers should not be overlooked.

Barnard (1938), in his theory of organization stressed that the continuance of a successful organization depends upon the accomplishment of the organizational goals which he called "effectiveness" and the satisfaction of individual motives which he called "efficiency." Two types of processes are required for meeting these conditions; those relating to the cooperative system itself and their relationship to the environment, and those related to the creation and allocation of satisfaction among individuals.

Koontz (1989:33-34), summarized the pervasiveness of relationship between management functions and operational decision, as aptly called -- task of managing -- a theory known as operational approach. The same author defined this approach through the three managerial dimensions of theory, practice, and function.

As a theory, operational approach attempts to draw together the pertinent knowledge of management by relating it to managerial job or what the manager does. Like any other operational science, it tries to put together the concepts, principles, and techniques that underlie the task of managing. In addition, this approach draws on the absorbed knowledge from other fields as to include decision theory and application of mathematical analysis and concepts.

As a practice, those who subscribe to operational approach recognize that managing is a difficult task with an immense number of variables affecting it. They realized that any field as complex as managing, which



deals with the production of anything from bread to money, with religion, and with government services, can never be isolated from the physical, biological, or social environment.

As a function, because the task of managers are emphasized in the operational approach, it is often called the "management process" school. It is closely looked at as management at work because managers have to perform the tasks of management (Koontz, 1989).

In another article, Lorenzana (1993:12-13), recognized that there should be a core of knowledge about managing that exist only in management. Such matters are line and staff, departmentation, the limitation of span of management, managerial appraisal, and various managerial techniques that involve concepts and theory found only where managing is involved.

Blake and Moulton's "managerial grid" views leadership as a resultant of two concerns: concern for people, and concern for production. Concern for people is expressed in the concern for the degree of personal commitment, accountability based on trust rather than obedience; self esteem or personal worth; provision for good working condition; social relations, etc. Concern for production, on the other hand, may be seen in the quality of policy decisions, number of creative ideas that result in increased production, improved processes and procedures, and better quality of staff services, etc. The two concerns are arrayed into a grid expressed in a graph. Plotted on the vertical axis is concern for people,

and plotted horizontally is concern for results or production with the highest value of 9 and the lowest 1. To determine how a leader balances these two concerns, one can describe the leader's style of management by plotting the point where the two values intersect.

With this model, four leadership styles have been described as shown by the point of intersection of two concerns in the graph. In 1.1 – the leader has the minimum concern for both the people and for results or production; 1.9 – there is a minimum concern for people but a maximum for results or production; 9.9 – an ideal, where concern for both people and production reaches the maximum; and 9.1 – there is a minimum concern for people and minimum concern for results or production.

It was noted in the past, that the organization seemed to be concerned only with production and the efficient management of material resources. The employee was considered only as significant as the inanimate factor of production. But Mayo, changed this view using his experiment of the Hawthorne Plant. From a mere “cog in the wheel” the worker was brought to the fore and accorded a status of importance. One of the conclusions arrived at through the Hawthorne experiment was that employee performance was related to supervisory and leadership styles. Since then, management specialists have tried to describe differing managerial styles, attempting at the same time to develop systems that would be helpful in determining which styles brought about optimum production (Lorenzana, 1993:11).

To explain subordinate relationship behavior, Davis, (1972:12), considered the relation of needs to action. He attempted to translate subordinate needs to cooperative action through the proper choice and use of incentives.

Since every individual has needs, his behavior is motivated toward the satisfaction of these needs. Needs create tensions which are modified by one's culture to cause certain wants, motivating forces conditioned by the environment. Needs are the causes of action but wants are the clues to type of action relationship and develop incentives that results in cooperation from the subordinates.

Maslow (1954:46), opined that every person is a wanting being, there is always a need to satisfy. He visualized human needs as taking the form of a hierarchy. He puts forth the idea that once a low-level need is satisfied, it ceases to become a motivator and only a higher-level need could then fulfill the same function.

According to Cribbin (1982:85), effective leadership generates close person to person relationship. It is rooted in the feelings and attitude that have grown up between people over the entire time they worked together. It is a never ending process, with actions and reactions flowing both ways. Such active leadership serves two purposes. It stems from the impact of the leaders on others – S/he cultivates cooperation and commitment, and it results from the impact of others on the leader – they give her/him

information and responses that modify her/his behavior and future plans (Cribbin, 1987).

Newman (1987:359), stressed that the key to finding the right combination of leadership actions often called "leadership styles" is to consider carefully the situation in which the leading takes place; the people being led; and the personal character of the leader herself/himself. Because differences occur in these three factors, there can be significant variations in leadership styles, all of which are effective.

Theoretically, congruence between leadership styles and a situation can be achieved either by the leader adjusting their style to suit the situation or by changing situation to fit the leader, or by little of both. Normally to change the situation would be difficult, so, most of the adaptation should come from the behavior of the leader (Bass, 1985).

Shartle (1969:75), pointed out that in the study of behavior of persons in an organization various points are to be considered like individual behavior (acts of a particular person); organizational behavior (events occurring within the organization); environmental events (events outside the organization such as those that occur in the community); and interactions of individual behavior, organizational behavior and environmental events. No clearer and absolute differentiation can be made among these categories of events. However, it is possible to deal more specifically with one category than with the other. For example, the

behavior of one person can be studied, but such behavior has a past or present relationship to events in an organization and outside of it.

The positive role of the leader is characterized by warm personal relation, readiness to explain action, and willingness to listen to subordinates. Manuel and Medel (1976:156-158), averred that the leader must lead, must initiate action and get things done. But s/he must accomplish his/her purpose through others, without jeopardizing the integrity of the group. The skilled administrator knows that s/he also must maintain good relation if s/he is to succeed in furthering the purpose of the group. This means that the leader, to be successful, must be able to contribute to group achievement and group maintenance. S/he should be strong in initiating structure and should also show high consideration for the members of the group.

Lippitt and White under the direction of Lewin (1969:208-209) experimented on the three leadership styles: autocratic, democratic, and laissez-faire.

According to this model, the difference between autocratic and democratic styles are to be found in the decision making process – decision by the leader vs. decision by the group; the time perspective – step-by-step direction vs. broad time perspective; the degree of freedom of movement of the group members – highly structured behavior controlled by the leader vs. freedom of movement within the activity pattern; and the group atmosphere – impersonal and arbitrary vs. objective and fair. Both

the autocratic and the democratic leaders, however, are active participants in the group process in contrast to the passivity and lack of activity of the laissez-faire leader.

This theory was supported by Koontz and Weilrich (1990:347) when they said that an autocratic leader commands and expects compliance; is dogmatic and positive; and leads by the ability to withhold or give rewards and punishment. While democratic leader consults with subordinates on proposed actions and encourages participation from them.

This study revealed that there was a significant difference between the authoritarian and democratic styles of leadership. Members' satisfaction was higher in the democratic group than in the autocratic group. Out of 20 boys, 19 preferred the former than the latter. Autocratic group also tended to be more aggressive, usually directed at a scapegoat, the group leader, or some other group members. When the leader left the room of the group, aggression increased tenfold.

The democratic group also showed greater interest in the work. The experimental results clearly indicated that democratic leadership would produce more member satisfaction, more enthusiasm for the work at hand, and at least as much actual production (Lippitt & White, 1969: 208-209).

This study of Lippitt & White is almost similar to the present study in the sense that both studies deal with the differences between the autocratic and democratic systems of leadership. The two studies differ

autocratic and democratic systems of leadership. The two studies differ only in the subject and research methodology. Lippitt and White used the experimental method , while the present study used the descriptive method of research involving adults as subject-respondents to describe the leader's effectiveness in management under the different leadership styles of UEP executives.

### **Related Studies**

Some studies on leadership as well as on management behavior were also considered because of some bearings to the present study.

The study of Alcantara (1987) on the difference of perception between school administrators and elementary grade teachers of their district supervisor's behavior relative to the four basic elements of management: planning, organizing, directing, and controlling is very much related to the present study. Alcantara studied the relationship of teaching experience and the type of schools to the four elements of management. The study revealed that there was no significant difference between the perception of the SAs and EGTs on the four elements of management based on the teaching experience of the respondents. This implied behavior of the SAs could be observed and felt by both the SAs and EGTs alike, thus the perceived similarly. As to the perception of the EGTs according to types of schools, it had no significant difference on the three elements of management: planning, directing, and controlling. The only difference

was noted to occur in the organizing skill. This would imply that the SAs did not have well defined areas of responsibility among the teachers. Their role as district heads was not clear particularly to the EGTs who were assigned in remote barangay schools.

The present study is similar to the former as to the type of respondents involved to evaluate the management behavior of the subject superiors. Both studies considered the superiors and the subordinates as respondents. The superiors evaluated their own behaviors as a counterpart of the subordinates' evaluation of their superiors' management behavior relative to planning, organizing, directing, and controlling. The only difference between this study and the former, is that this study considered also the leadership styles of the executives which was not included in the former study. Besides, the present study included other socio-economic factors as age, sex, education, academic rank or position of the executives, etc. which may affect their leadership styles and management functions which were absent in the former.

Codoy (1997), pointed out that the leadership styles of elementary school administrators have no significant effect on the teachers motivational needs. Furthermore, he found out that the level of job satisfaction of the teachers was very satisfactory. They agreed that the present salary and other benefits were sufficient to meet their needs for food, dwelling, clothing, education, and hospitalization/medical services. He further stressed that the job satisfaction of teachers is not affected by



the leadership styles of school administrators. The leadership styles practiced by school administrators are more democratic and humanitarian in their dealings with their subordinates or teachers.

This study is similar to Codoy's study in the sense that they both dealt with the leadership styles of school administrators or executives. Both studies considered the job satisfaction of subordinates as regards their boss' leadership styles. The only difference is that the former study did not include management functions, which are included in the present study.

Raga (1994), in her study on human relations among teachers and administrators and organization productivity of secondary agricultural schools in Leyte and Biliran, found out that the human relations of teachers and administrators of secondary schools in Leyte and Biliran have a very satisfactory on-the-job, professional and peer relations that resulted also in the high productivity of the system. This study was supported by the findings of Jornoosh in his study on "The Administrative Leadership Practices in Private and State Colleges and Universities in Region 8."

It was revealed in Jornoosh study (1988) that the administrator has a tendency to manifest person-orientedness toward personnel and human relation functions.

The studies of Raga and Jornoosh are closely related to this study. All these studies considered leadership styles particularly on the effect of

human relation on the productivity of the school system. The present study, however, considered other variables like the extent of planning, organizing, directing, and controlling of administrators or executives.

Another study which is relevant to the present study is that of Escuadra (1986). He studied the relationship of leadership behavior, managerial competencies and personal factors among vocational school administrators. Escuadra revealed that school administrators had desirable leadership behaviors and commendable managerial competencies, particularly in making decisions. The study also showed that leadership behavior was highly related to managerial competencies as a whole, but slightly related to the personal factors. Relationship between competence and each of the personal factors included was also slightly positive.

The study of Escuadra is related to this study in the sense that both dealt with the leadership behaviors of school administrators. However, the two studies were different because the former was conducted in the province of Leyte, the latter was conducted in UEP, Catarman, Northern Samar.

On the aspect of job satisfaction, Fiji's study (1988), on the value alternatives and job satisfiers of educational administrators in selected institution of higher learning in Region 8, revealed that six (6) job satisfiers, namely: achievement, responsibility, recognition, advancement,

work interest, and personal growth, were found to obtain a high level of job satisfaction.

The former study and this study are related since both of them deal with job satisfaction. However, while the former utilized job satisfaction checklist and motivational factors, the present study solicited only the expressed satisfaction of subordinates on the management and leadership styles of the executives.

Megenio (1983), in her study on "Leadership Role of Principal of Vocational Schools in Northern Samar as Perceived by the Faculty Members", opined that all principals were found to have a "strong" leadership in school planning, motivation, interpersonal communication and human relation with superior and subordinates. Although there was one principal who was rated as "moderately strong", others were rated "Strong". The study concluded that these vocational schools were well managed and properly administered due to the strong leadership of the principals.

This study was also related to her study considering that it focuses on the leadership behavior of the principals of vocational schools in Northern Samar. The two studies considered the perception of respondents of the subject's leadership behaviors relative to management. However, the type of respondents are different in these two studies. The former study considered only the faculty members to give their perception of the leadership roles of principals, whereas, in the present study, two

groups of respondents were considered, the executives and the subordinates. The two studies had different sets of variables. The former, focused only on leadership, while the latter considered both leadership and management variables.

Mercader (1983), conducted her study on "Teacher Perception of Administrative Behavior of Principals and Head Teachers in the District of Catarman 1 and 2 Division of Northern Samar" using the LBDQ describing two leadership dimensions - consideration, and initiating structures.

School administrators were rated "high" on both consideration and initiating structures with 3.96 and 3.84, respectively. The findings implied that school administrators had not forgotten the human relation approach in spite of the great task imposed upon them as educational leaders.

This study of Mercader is almost identical with the present study. Both studies focused on the perception of teachers on the administrative behaviors of their superiors, in this case, the principals and head teachers of Catarman District. Both considered the leadership dimensions of consideration structure, and initiating structure. The two studies differed only on the scope, because the present study also included another dimension of leadership, the democratic or autocratic styles. The present study also considered the extent of management behaviors exercised by UEP executives.

Ocampo also conducted her study on leadership dimension of leaders' behavior – structure and consideration. She categorized teachers' perception on administrators' leadership behavior according to their age, length of service and educational qualification. She concluded that the principals and head teachers have satisfactory leadership behaviors on consideration and structure dimensions. In other words, the principals and head teachers were both task oriented and people oriented leaders.

Another study reviewed was that of Donato's doctoral dissertation. His study was on analysis of the leadership role and leaders behavior of college administrators in the province of Cagayan. The basic conclusion drawn from his study were: 1) the college administrators in the province of Cagayan, by an large, have the same philosophical orientation toward the meaning of leadership; 2) responses to the questionnaire in the area of human relations, faculty involvement in decision making, and concept of authority, responsibility, and delegation of authority indicated that, by and large, the college administrators of the province of Cagayan follow a leadership style characterized by consideration. Their concept of authority is not authoritarian but may be said to be democratic; 3) the type of administrative organization set-up to which the administrators and instructors belong affects the perception of leadership behaviors; 4) the size of the college and the type of college in relation to its organization and sources of funding or support affect the role perception, performance, and other leader behavior of college administrators.

### **Chapter 3**

## **METHODOLOGY**

This chapter deals with the method and procedures used in the conduct of the study. Its research design, instrumentation, validation of instrument, sampling procedures, gathering and treatment of data.

### **Research Design**

This study on leadership styles and management functions of UEP executives employed the descriptive-correlational research method using a questionnaire as the chief instrument in data gathering. This was supplemented by occasional personal interview to verify the information gathered from the respondents in their answers to the various leadership and management behaviors; and documentary analysis of their personal files supplied to the researcher by the Accounting and Records Offices of the university as requested for the purpose.

The analysis and interpretation of the data were based on the averages, percentages, and weighted means of the data gathered. The hypotheses of this study were tested using the Microsoft Excel t-Test for independent samples. The association of the UEP executives' socio-economic variables to their leadership styles and management functions they exercised were also tested using the Microsoft Excel Pearson r Correlation Coefficient.

### **Instrumentation**

The research instruments that were used in the collection of the pertinent data of this study were: survey questionnaire; interview schedule, and official records which were made available to the researcher upon request to the proper authorities:

**Survey questionnaire.** There were two sets of survey questionnaire prepared to gather the data of this study. Questionnaire No. 1 was used to gather data from the subordinate-respondents. Questionnaire No. 2 was used to gather data from the executives.

Questionnaire No. 1 (for subordinate-respondents) was divided into two parts: A had 42 questions relative to leadership styles; and B had 48 questions relative to management functions and their express satisfaction with their boss management.

Questionnaire No. 2 (for executives) was divided into three (3) parts: a) 42 questions relative to leadership styles, b) 48 questions relative to management functions and express satisfaction with their own management; and c) the administrative problems and their suggested solutions to these problems.

The questions leading to the leadership styles whether democratic or autocratic were composed of 18 items describing a leadership situation where the decision is either made by the leader or by the group members; that group behavior is highly structured by the leader or characterized by

the freedom of the members; whether group atmosphere is impersonal and arbitrary, or friendly and warm.

The questions relating to leadership dimension on Consideration were composed of 12 behavioral situations leading to a humanitarian, understanding, and friendly leadership style. Those relating to leadership dimension on initiating structure had also 12 behavioral situations that describe a leadership style that is highly structured and production oriented.

Subordinates were also asked on their express satisfaction with their leader's leadership and management functions.

The management behavior of the executives was divided into 4 sets. The first, enumerates 12 management behaviors relative to planning, the second, another 12 behaviors leading to organizing, third, 12 situations leading to directing, and fourth 12 situations leading to controlling function.

Part 3 of question No. 2 (for executives) provided an enumeration of the administrative problems encountered by the executives in the exercise of their respective duties and responsibilities. It also included open ended questions relative to the alternative solution to such problems they encountered in the exercise of their functions.

Aside from the questionnaire and interview methods of data gathering, the researcher employed some documentary facts and figures to



complete the needed information or data for the analysis and interpretation of results.

**Documentary facts and figures.** The documents and records/files of UEP executives which made available to the researcher upon request. These included the socio-economic profile of the UEP executives, particularly on the executive's age, sex, educational attainment, rank or position performance rating, in-service training, and salaries and honoraria received by the executives from the university.

**Interview.** This was also used to supplement and validate the information or data gathered through the use of questionnaire. The researcher himself asked questions of the executive-respondents about the needed information for this study.

**Observation.** An on-the-spot personal observation was made by the researcher in the work place and the surrounding environment in order to see the real characteristics, especially that of the leadership and management behaviors of UEP executives.

### **Validation of Instruments**

Before the distribution of the questionnaire to the identified respondents, ten pre-test questionnaire were distributed and pre-tested for validation at the Tiburcio Tancingko Memorial Institute of Science and Technology (TTMIST), Calbayog City. Their suggestions were noted and some of them were considered to make the questionnaire more

understandable, appropriate and effective to answer the stated problems of this study. After the revision of the questionnaire, the same was reproduced and finally given to the identified executive and subordinate-respondents of the study in UEP for them to answer the questions and provide the needed information necessary in the analysis and interpretation of the results.

### **Sampling Procedure**

The university was divided into groups or strata, then samples were taken using Sloven's sampling formula as follows (Pagoso et al.: 1981):

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

Where:

n = Sample size

N = Population size

e = Margin of error at 5 %.

The different departments/units of the university were Graduate School, College of Agriculture, College of Arts and Communication, College of Business Administration, College of Education, College of Engineering, College of Law, College of Nursing, College of Science, College of Veterinary Medicine, University Laboratory High School, University Laboratory Elementary School, Offices of the Director for Instruction, Students Affairs, Research, Extension, Administrative Services, Budget and

Finance, Registrar, Planning and Development, The President, The Vice Presidents, and the Office of the Technical Assistant.

Out of the 479 total personnel of the university, 218 samples were included in this study. The executives were totally enumerated, meaning all of the 24 executives were included, while the 194 subordinates were randomly taken from each group comprising the entire university. All of them occupy "plantilla" position in the university. The distribution of the samples is presented in table 1.

### **Gathering of Data**

Prior to the actual distribution of the prepared survey questionnaire to the identified respondents, the researcher sought first the permission of the university President and the respective Heads of department/unit to conduct a survey of both UEP executives and the identified subordinates which were either faculty members or other subordinate employees of the university. Then the researcher distributed the survey questionnaire to them. This was done personally by the researcher with the help of his students in Management 321 class. The class was divided into 10 groups, each with an assigned number of questionnaire as their research output in the class. When around eighty-five (85) percent of the fielded questionnaires were retrieved, each group of the students guided by the researcher started to organize and tally the gathered information until such time that all the needed data were completely gathered. Then after

**Table 1**  
**Distribution of Respondents by Department/unit**

Department/ Unit	Total No. of Personnel :	Sample			
		:Executives	: Subordinates :	Total	
	F	F	F	F	%
Graduate School	15	1	6	7	3.21
Col. of Agriculture	57	1	25	26	11.92
Col. of Arts & Com.	53	1	23	24	11.01
Col. of Bus. Adm.	32	1	13	14	6.42
Col. of Education	45	1	19	20	9.17
Col. of Engineering	31	1	13	14	6.42
Col. of Law	3	1	-	-	0.46
Col. of Nursing	15	1	6	7	3.21
Col. of Sciences	36	1	15	16	7.34
Col. of Vet. Medicine	17	1	7	8	3.67
Lab. High School	30	1	13	14	6.42
Lab. Elem. School	20	1	8	9	4.13
Office of Instruction	1	1	-	1	0.46
Students Affairs	1	1	-	1	0.46
Research Office	8	1	3	4	1.83
Extension Office	10	1	3	4	1.83
Adm. Services	50	1	22	23	10.55
Budget & Finance	20	1	8	9	4.12
Registrar's Office	12	1	4	5	2.29
Planning & Dev. Off.	12	1	4	5	2.29
Office of President	4	1	-	1	0.91
Office of Vice Pres.	4	3	-	3	1.38
Tech Exec. Asst.	3	-	1	1	0.46
<b>Total</b>	<b>479</b>	<b>24</b>	<b>194</b>	<b>218</b>	<b>100.00</b>

tallying the data, they were analyzed and interpreted with the use of the appropriate statistical measures.

### **Statistical Treatment of Data**

The data that were gathered from the responses of the respondents to the different indicators under the demographic and socio-economic profile of UEP executives, the leadership styles, and the expressed satisfaction of the respondents with the executives' leadership were recorded and tabulated. They were summarized using frequency counts, percentages, simple mean and weighted mean.

To present the data relative to UEP executives' socio-economic profile, frequency count and percentages were used. The responses to the leadership styles and management behaviors, values or ratings according to the frequency of occurrence of the behaviors described by every item were assigned. For "always" the value assigned was 5; for "often", 4; "occasionally" 3; "seldom" 2; and "never" 1. Then, these were summarized and interpreted using the following legend of interpretation:

#### **Weighted Mean/interpretation:**

4.51 – 5.00/ "Always" or "very strong"

3.51 – 4.50/"Often" or "strong"

2.51 – 3.50/"Occasionally" or "moderately strong"

1.51 – 2.50/ "seldom" or "weak"

1.00 – 1.50/"never" or "lacking"

Based on the computation of the mean, the UEP executives' leadership styles was categorized into: "Democratic" or "Autocratic"; "high" or "low" in "Initiating" and/or "Consideration" structures.

To determine whether the executive leadership style was either democratic or autocratic the weighted mean was used. If the weighted mean was less than 2.50, the style was autocratic; 1.51 to 2.50, was moderately autocratic, and a mean of less than 1.51 meant extremely autocratic. However, if the computed weighted mean was 3.51 or more, the executive was practicing a democratic leadership style; 3.51 to 4.50 was moderately democratic; and 4.51 to 5.00 was extremely democratic. Below is an arbitrary rating scale to measure the degree of leadership styles of executives as to whether democratic or autocratic.

Weighted mean/interpretation of leadership styles:

4.51 - 5.00/ "extremely democratic"

3.51 - 4.50/ "moderately democratic"

2.51 - 3.50/ "slightly democratic"

1.51 - 2.50/ "moderately autocratic"

1.00 - 1.50/ "extremely autocratic."

Under the Consideration and Initiating structures of leadership, the leader's behaviors were categorized into two (2) categories: "high" or "low."

To determine whether the leader's initiating and/or consideration structure was "high" or "low", the computed weighted mean was used. If the average of each item in the initiating and/or consideration structure

was less than the computed weighted mean of all items in the initiating and/or consideration structure, such leadership behavior was “low.” However, if the average of each item was equal to or more than the computed weighted mean for all the items, such leadership behavior was “high.”

On the expressed level of satisfaction of executives and subordinates on executives leadership and the extent of management practices, the weighted average of 1.00 - 1.50 was considered “unsatisfactory”; 1.51 - 2.50 means “fair”; 2.51 - 3.50 means “satisfactory,” 3.51 - 4.50 “very satisfactory”; and 4.51 - 5.00 means “outstanding.” Below is the arbitrary rating scale for the express satisfaction of the respondents on the leadership and management functions of UEP executives.

Weighted mean/interpretation:

4.51 -5.00/ “outstanding”

3.51 - 4.50/ “very satisfactory”

2.51 - 3.50/ “satisfactory”

1.51 - 2.50/ “fair”

1.00- 1.50/ “unsatisfactory.”

The extent of management functions exercised by UEP executives was also categorized into “high” and “low.” If the computed mean in each item of management functions as planning, organizing, directing, and controlling was less than the computed weighted mean for all items, then, such management practice exercised by the executive was “low”.

However, if the mean of each item was more than the computed mean for all items, the management practice of executive was “high.”

To determine the degree of difference between the perception of the superiors and the subordinates of the UEP executives’ leadership and management behaviors, the t-test for independent samples of Microsoft Excel statistical tool was used with this formula:

$$S^2 = \frac{n_1 S_1^2 + n_2 S_2^2}{n_1 + n_2 - 2}$$

To determine the degree of relationships of the management functions and leadership styles of UEP executives to their socio-economic profile, the Microsoft Excel Pearson r-test was used.

$$r = \frac{n(EXY) - (EX)(EY)}{\sqrt{(nEX^2 - (EX)^2)(nEY^2 - (EY)^2)}}$$

To determine the relationships of two combined socio-economic variables, taken as one, with the management functions and leadership styles of UEP executives, the SPSS Partial Correlation was used.



## **Chapter 4**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter presents the findings on the leadership styles and management functions of UEP executives based on the responses of the respondents included in this study. It likewise, presents the corresponding analysis and interpretation of the data revealed in this study.

#### **Socio-Economic Profile of Executives**

The socio-economic factors such as age, sex, civil status, educational attainment, academic rank/position, administrative experience, in-service training, performance rating, and income may have effect on the leadership styles and management functions of UEP executives.

**Age and sex.** The ages of UEP executives ranged from 36 years old as the youngest to 63 years old, the oldest, with an average of 52.29 years old (table 2). Twelve or 50 percent executives were under the age-range of 50-59 years old; six or 25 percent belonged to age-bracket 40-49 years old; five or 20.83 percent belonged to age-bracket above 60 years old. There was only one or 4.17 percent executive whose age was below 40 years old (Table 2). This shows that UEP executives were physically mature and had more experiences in their task of managing their own respective unit. Meanwhile, the management of UEP was dominated by

males with sixteen or 66.67 percent. The female executives comprised of 33.33 percent only.

**Table 2**  
**Age and Sex of UEP Executives**

Age (In years)	Male		Female		Total	
	F	%	F	%	F	%
60 & above	4	25.00	1	12.50	5	20.83
50 – 59	7	43.75	5	62.50	12	50.00
40 – 49	5	31.25	1	12.50	6	25.00
30 – 39	-	-	1	12.50	1	4.17
Total	16	100	8	100	24	100

**Civil status.** Civil status affects a person's perspective and outlook in life. According to some, married and/or widowed individuals are more responsible than single persons. Others say that single persons are more mobile and effective in work than the married or widowed because of less family pressures. The results of the study showed that civil status had no effect on the leadership and management behavior of UEP executives (Tables 44 – 50).

Out of the twenty-four executives, there were twenty-three or 95.83 percent married and one or 4.17 percent widowed. There was no single executive in the rank. It only shows that all UEP executives had their own

family that, according to many is a good indicator of a good and successful manager (table 3).

**Table 3**  
**Civil Status of UEP Executives**

Civil Status	Frequency	Percent
Married	23	95.83
Widow	1	4.17
Total	24	100.00

**Educational attainment.** It has been said: “knowledge is power.” Without knowledge, efforts toward development and progress will just come into nothing. That is why education is considered as the prime mover of development.

The educational attainment of a person is one of the essential qualifications in public service especially those vested with sovereign powers of the state. Executive positions in government offices require high educational attainment because of the complexity in their official functions especially on matters of management and effective decision making.

The results of this study showed that the UEP administration is being run by persons with high qualifications and training. Twelve or 50 percent executives were Doctoral degree holders; nine or 37.50 percent

master's degree holders; one or 4.17 percent MA/MS candidate; and one or 4.17 percent BS with Master's units; and only one or 4.17 percent with BS degree (table 4). The results showed that the educational attainment of UEP executives had no effect on the leadership and management behaviors of the executives (Tables 44 – 50).

**Table 4**  
**Educational Attainment of UEP Executives**

Educational Attainment	Frequency	Percent
Ph D	12	50.00
MS /MA	9	37.50
MS / MA Cand.	1	4.17
BS w/ MS Units	1	4.17
BS	1	4.17
Total	24	100.00

**Academic rank.** The academic rank/position of UEP executives was presumed to affect not only the personality but also the leadership and management behaviors of UEP executives. The researcher believed that the higher the rank or position of the executive, the more democratic, considerate and production oriented she/he becomes. However, it was found out that academic rank turned out to have no effect on the leadership and management behaviors of UEP executives (Tables 44 – 50).

As to academic rank there were fourteen or 58.33 percent full fledged professors; six or 25 percent, associate professors; one or 4.17 percent college professors; one or 4.17 percent university professor; one or 4.17 percent assistant professor; and one or 4.17 percent instructor. It shows that UEP executives occupied a higher position in an institution of higher learning (Table 5).

**Table 5**  
**Academic Rank of UEP Executives**

Academic Rank	Frequency	Percent
University Professor	1	4.17
College Professor	1	4.17
Professors	14	58.33
Assoc. professors	6	25.00
Asst. professor	1	4.17
Instructor	1	4.17
Total	24	100.00

**Administrative experience.** Some of UEP executives before their present positions in the university were assigned first to a lower rank positions. For instance a Dean of a college was first assigned either as chairman of a department before becoming a full fledged Dean. Their average length of administrative experience as reflected in table 6 was 10.95 years. There were three or 12.50 percent of UEP executives had

administrative experience of 21 years or more; four or 16.67 had 16 to 20 years; five or 20.83 percent with 11 to 15 years; another five or 20.83 percent with 6 to 10 years; and seven or 29.17 percent had less than five years administrative experience . The administrative experience of UEP executives, as shown by Table 6 affected the leadership and management behaviors of the executives except, the controlling function.

**Table 6**

**Administrative Experience of UEP Executives**

Year of Experience	Frequency	Percent
21 or more	3	12.50
16 – 20	4	16.67
11 – 15	5	20.83
6 -10	5	20.83
0 - 5	7	29.17
Total	24	100.00

**In-service training.** Most of the UEP executives, thirteen or 54.17 percent had a maximum of five regional, national and international in-service training; eight or 33.33 percent belonged to 6 – 10 bracket; two or (8.33) percent had 11 – 15 training; and one or 4.17 percent was under bracket 16 – 20 number of training (Table 7).

As in administrative experience, in-service training had also a significant effect on the leadership and management behavior of the UEP

executives. This was proven by the computed Pearson  $r$  Correlation test as show in Tables 44 to 50).

**Table 7**  
**Training of UEP Executives**

No. of training	Frequency	Percent
16 – 20	1	4.17
11 – 15	2	8.33
6 – 10	8	33.33
0 - 5	13	54.17
Total	24	100.00

**Performance rating.** Generally, UEP executives had a very satisfactory performance rating, however, it did not affect the leadership and management behavior of UEP executives as shown by the results of the study (Tables 44 – 50).

**Monthly income.** There was a significant relationship between the monthly income of UEP executives to their leadership and management behaviors as shown by the computed Pearson  $r$  Coefficient at 5 percent level of significance (Tables 44 – 50).

The average monthly income of UEP executives was P19,556. Seven or 29.17 percent executives belonged to bracket P25,000 – P29,999 pesos. It was followed by six or 25 percent who belonged to bracket 15,000 – P19,999. Bracket P20,000 – 24,999 pesos had five or 20.83 percent

executives; and a monthly income ranged from P10,000 – 14,999 pesos and those with over P30,000 – both had three or 12.50 percent of UEP executives. This income came from their salaries, honoraria and other benefits granted by the school for the past year.

**Table 8**

**Monthly Income of UEP Executives**

Monthly Income (In Pesos)	Frequency	Percent
Over 30,000	3	12.50
25,000 – 29,999	7	29.17
20,000 – 24,999	5	20.83
15,000 – 19,999	6	25.00
10,000 – 14,999	3	12.50
Total	24	100.00

**Leadership Styles of UEP Executives**

The leadership styles considered in this study were democratic or autocratic and high or low in initiating and/or consideration structures of leadership. To determine whether the leadership is democratic or autocratic; high or low in initiating and/or consideration structures, the weighted mean was used. With a weighted mean of more than 2.50, the style of executive leadership was considered democratic. Likewise, if the computed simple average of each item in the initiation and/or



consideration structures questionnaire was less than the computed weighted mean, such leadership behavior was “low”. Otherwise, such behavior was “high” if the average of each item was equal to or more than the computed weighted mean.

**Democratic or autocratic leadership styles.** The results of the survey of 194 subordinates and 24 executives showed that out of 18 items relative to the leadership behaviors on whether or not UEP executives were practicing democratic or autocratic leadership styles; and using an arbitrary rating scale to determine their styles, all behaviors demonstrated by the subject executive were democratic. The subordinates, however, rated their superiors much lower with 4.15 grand mean (Table 10) compared to the rating of executives for themselves with a grand mean of 4.54 (Table 9). It means that the perception of executives to their own leadership styles was more democratic than what their subordinates perceived of them.

The executives rated themselves “very strong” in the areas of being friendly and appreciable; keeping the group working as a team; and encouraging initiative among the group members. They had an average rating of 4.75. On the other hand, they rated themselves lower in areas of encouraging the use of uniform procedures with 3.88; and decides crucial matters without consulting the group with 3.38 (Table 9). Meanwhile, the lowest rating by the subordinates was on item: encourage the use of uniform procedures with only 3.52 (Table 10).

Table 9

**UEP Executives Democratic or Autocratic Leadership Styles  
as Perceived by Themselves**

Leadership Behaviors	R E S P O N S E							
	5	4	3	2	1	Total	WM	Interpre.
1. Involves his staff in decision making.	f 2 60	11 44	1 3			24 107	4.46	MD
2. Involves his staff in policy formulation.	f 17 85	6 24	1 3			24 112	4.67	ED
3. Trusts his subordinates	f 13 65	10 40	1 3			24 108	4.50	MD
4. Shares authority to others	f 12 60	10 40	2 6			24 106	4.42	MD
5. Consults his subordinates for changes in their duties	f 14 70	10 40				24 110	4.58	ED
6. Opens channels of communication with others	f 18 90	5 20	1 3			24 113	4.71	ED
7. Concerns with the welfare and feelings of subordinates	f 16 80	6 24	2 6			24 110	4.58	ED
8. Encourages the use of uniform procedures	f 8 40	8 32	5 15	3 6		24 93	3.88	MD
9. Decides on crucial matters without consultation	f 13 65	8 32	2 6	1 2		24 105	3.38	MD
10. Gives freedom to subordinates in doing their jobs	f 17 85	6 24	1 3			24 112	4.67	ED
11. Not lord or master but a cooperative group member	f 15 75	9 36				24 111	4.63	ED
12. Group welfare is above his personal interest	f 10 50	11 44	2 6	1 2		24 102	4.25	MD
13. Willing to explain his action and compromise his point	f 17 85	5 20	2 6			24 111	4.63	ED
14. For routine jobs, allows subordinates to make decision	f 15 75	7 28	2 6			24 109	4.54	ED
15. Communicates his plans and decision to others	f 15 75	8 32		1 2		24 109	4.54	ED
16. Friendly and approachable	f 19 95	4 16	1 3			24 114	4.75	ED
17. Keeps the group working for a team	f 19 95	4 16	1 3			24 114	4.75	ED
18. Encourages initiative in the group members	f 19 95	4 16	1 3			24 114	4.75	ED
Grand Mean	f 269 1354	135 528	25 75	6 12		432 1960	4.54	ED

Legend: 4.51 – 5.00 ED (Extremely Democratic)    1.51 – 2.50 MA (Moderately Autocratic)  
 3.51 – 4.50 MD (Moderately Democratic)    1.00 – 1.50 EA (Extremely Autocratic)  
 2.51 – 3.50 N (Neutral, neither democratic or autocratic)

Table 10

**UEP Executives Democratic or Autocratic Leadership Styles  
as Perceived by the Subordinates**

Leadership Behaviors	R E S P O N S E S								WM	Interpr.
		5	4	3	2	1	Total			
1. Involves his staff in decision making.	f	94	59	35	5	1	194	4.18	MD	
		470	236	105	10	1	811			
2. Involves his staff in policy formulation.	f	91	61	28	7	7	194	4.04	MD	
		455	244	84	14	7	783			
3. Trusts his subordinates	f	84	72	30	7	1	194	4.11	MD	
		420	288	90	14	1	798			
4. Shares authority to others	f	74	77	33	8	2	194	4.09	MD	
		370	308	99	16	2	795			
5. Consults his subordinates for changes in their duties	f	83	68	29	5	9	194	4.09	MD	
		415	272	87	10	9	793			
6. Opens channels of communication with others	f	92	66	30	5	1	194	4.25	MD	
		460	264	90	10	1	825			
7. Concerns with the welfare and feelings of subordinates	f	95	56	25	10	10	194	4.10	MD	
		475	224	75	20	10	804			
8. Encourages the use of uniform procedures	f	49	61	47	16	21	194	3.52	MD	
		245	244	141	32	21	683			
9. Decides on crucial matters without consultation	f	63	71	27	17	16	194	3.76	MD	
		315	284	81	34	16	730			
10. Gives freedom to subordinates in doing their jobs	f	98	67	24	5		194	4.33	MD	
		490	268	72	10		840			
11. Not lord or master but a cooperative group member	f	97	58	24	15		194	4.22	MD	
		485	232	72	30		819			
12. Group welfare is above his personal interest	f	97	66	17	14		194	4.27	MD	
		485	264	51	28		828			
13. Willing to explain his action and compromise his point	f	74	84	29	7		194	4.16	MD	
		370	336	87	14		807			
14. For routine jobs, allows subordinates to make decision	f	87	64	33	10		194	4.17	MD	
		435	256	99	20		810			
15. Communicates his plans and decision to others	f	80	85	22	7		194	4.23	MD	
		400	340	66	14		820			
16. Friendly and approachable	f	107	48	33	6		194	4.32	MD	
		535	192	99	12		838			
17. Keeps the group working for a team	f	89	70	27	8		194	4.24	MD	
		445	280	81	16		822			
18. Encourages initiatives in the group members	f	101	70	18	5		194	4.38	MD	
		505	280	54	10		849			
Grand Mean	f	1555	1203	511	155	68	3492	4.15	MD	
		7775	4812	1533	310	68	14498			

Legend: 4.51 – 5.00 ED (Extremely Democratic)    1.51 – 2.50 MA (Moderately Autocratic)  
 3.51 – 4.50 MD (Moderately Democratic)    1.00 – 1.50 EA (Extremely Autocratic)  
 2.51 – 3.50 N (Neutral, neither democratic or autocratic)

**Leadership styles on consideration structure.** To determine whether the consideration structure of leadership was “high” or “low”, the weighted mean for the values assigned to each item was used. Those falling above the mean were considered “high” while those below the mean were considered “low”.

UEP executives rated themselves “high” also on the consideration structure dimension of leadership with a mean of 4.63 compared to the rating of their subordinates of only 4.11.

For individual items under consideration structure, Table 11 shows that in item 1, there were nineteen or 79.16 percent executives responded “always”; four or 16.67, “often” and one or 4.17 percent “occasionally”. There was no executive who answered “seldom” and “never”. The weighted mean was 4.75 for item 1 falling under “very strong” category, meaning UEP executives as perceived by themselves were “always” friendly and approachable. Meanwhile, their subordinates perceived things differently. They rated their boss with 4.20 under a “strong” category for this item. There were eighty-eight or 45.36 percent subordinates who responded “always”; sixty-four or 32.99 percent for “often”; thirty-five or 18.04 percent, “occasionally”; seven or 3.61 percent, “seldom”. No subordinate responded “never” for item 1 (Table 12).

Again, the executives rated themselves “very strong” being 4.79, while the rating of subordinates was only 4.11 falling under “strong” category only.

**Table 11**  
**Leadership Styles on Consideration Structure of UEP**  
**Executives as Perceived by Themselves**

Leadership Styles		R E S P O N S E S					Total	WM	Interpre- tation
		5	4	3	2	1			
1. He is friendly and approachable	f	19 95	4 16	1 3			24 114	4.75	VS
2. He puts suggestions into action	f	13 65	11 44				24 109	4.54	VS
3. He is easy to understand	f	17 85	6 24	1 3			24 112	4.67	VS
4. He treats group members as his equal	f	14 70	8 32	1 3	1 2		24 107	4.46	S
5. He gives advance notice of changes in their duties	f	19 95	4 16	1 3			24 114	4.75	VS
6. He is willing to make changes	f	17 85	6 24	1 3			24 112	4.67	VS
7. He does little for the group	f	18 90	5 20	1 3			24 113	4.71	VS
8. He acts without consulting the group	f	17 85	5 20	1 3	1 2		24 110	4.58	VS
9. He looks out for the personal welfare of the group	f	14 70	9 36	1 3			24 109	4.54	VS
10. He does personal favor for the group	f	19 95	4 16	1 3			24 114	4.75	VS
11. He keeps the group informed	f	19 95	5 20				24 115	4.79	VS
12. He gets the group's approval on important matters	f	12 60	10 40	1 3	1 2		24 105	4.375	S
Grand Mean		198 990	77 308	10 30	3 6		288 1334	4.63	VS

Legend: 4.51 – 5.00 Always (Very Strong)      1.51 – 2.50 Seldom (Weak)  
3.51 – 4.50 Often (Strong)      1.00 – 1.50 Never (Wanting)  
2.51 – 3.50 Occasionally (Moderately Strong)

**Table 12**  
**Leadership Styles on Consideration Structure of UEP**  
**Executives as Perceived by the Subordinates**

Leadership Styles		R E S P O N S E S					Total	WM	Interpre- tation
		5	4	3	2	1			
1. He is friendly and approachable	f	88	64	35	7		194	4.20	S
		440	256	105	14		815		
2. He puts suggestions into action	f	89	67	26	8	4	194	4.18	S
		445	168	78	16	4	811		
3. He is easy to understand	f	85	71	30	5	3	194	4.19	S
		425	284	90	10	3	812		
4. He treats group members as his equal	f	89	72	24	5	4	194	4.22	S
		445	288	72	10	4	819		
5. He gives advance notice of changes in their duties	f	92	61	37	3	1	194	4.24	S
		460	244	111	6	1	812		
6. He is willing to make changes	f	89	62	26	10	7	194	4.11	S
		445	248	78	20	7	798		
7. He does little for the group	f	73	59	25	19	18	194	4.78	S
		365	236	75	38	18	732		
8. He acts without consulting the group	f	63	76	30	15	10	194	4.13	S
		315	304	90	30	10	749		
9. He looks out for the personal welfare of the group	f	71	84	33	5	1	194	4.11	S
		355	336	99	10	1	801		
10. He does personal favor for the group	f	87	56	40	7	4	194	4.11	S
		425	244	120	14	4	797		
11. He keeps the group informed	f	84	61	38	8	3	194	4.11	S
		420	244	114	16	3	797		
12. He gets the group's approval on important matters	f	94	61	35	3	1	194	4.26	S
		470	244	105	6	1	826		
		1004	794	379	95	56	2328	4.11	S
Grand Mean		5020	3176	1137	190	56	9579		

Legend: 4.51 – 5.00 Always (Very Strong)                      1.51 – 2.50 Seldom (Weak)  
 3.51 – 4.50 Often (Strong)                                      1.00 – 1.50 Never (Wanting)  
 2.51 – 3.50 Occasionally (Moderately Strong)

**Leadership styles on initiating structure.** On initiating structure, UEP executives rated themselves higher than what their subordinates perceived them with 4.47 and 4.03 grand means, respectively (Tables 13 & 14).

The results show that UEP executives showed also a “high” concern for production. They were also output-oriented type of leaders.

For individual items on the questionnaire under initiating structure, Tables 13 and 14 item 1, show that twelve or 50 percent of the executives and sixty-five or 33.51 percent of the subordinates chose “always”; nine or 37.50 percent executives and sixty-nine or 22.16 percent subordinates, for “occasionally.” There was no executive who opted for “seldom” and “never”. It can be gleaned from this results that UEP executives gave a higher rating for themselves than that given by the subordinates with an average of 4.37 and 3.93, respectively.

In item 2, that executives encouraged the use of uniform procedures, the executives rated themselves 4.58 while the subordinates rating was only 3.99.

In item 3, that executives asked the members to follow standard rules and regulations, the executives’ rating was 4.63, compared to the subordinates’ 4.25.

The executives rated themselves on all leadership behaviors under initiating structure higher than what their subordinates rated them.

Table 13

**Leadership Styles on Initiating Structure of UEP  
Executives as Perceived by Themselves**

Leadership Styles	R E S P O N S E S					Total	WM	Interpre- tation
	5	4	3	2	1			
1. He schedules the work to be done	f 12 60	9 36	3 9			24 105	4.38	S
2. Encourages the use of uniform Procedures	f 15 75	8 32	1 3			24 110	4.58	VS
3. Asks the members to follow standard rules and regulations	f 17 85	5 36	2 6			24 111	4.63	VS
4. Tries out his ideas to the group	f 13 65	9 36	2 6			24 107	4.46	S
5. He makes his attitude clear to the group	f 15 75	5 20	4 12			24 107	4.46	VS
6. Makes sure he is understood by the group	f 18 90	5 20	1 3			24 113	4.71	VS
7. Decides what shall be done and how it be done	f 15 75	4 16	3 9	2 4		24 104	4.33	S
8. Maintains definite standard of Performance	f 10 50	8 32	5 15	1 2		24 99	4.13	S
9. Lets group members know what is expected to them	f 13 65	9 36	2 6			24 107	4.46	S
10. He assigns group members to a particular job.	f 12 60	10 40	2 6			24 106	4.42	S
11. He rules with an iron hand	f 17 85	3 12	3 9	1 2		24 108	4.50	S
12. Speaks in a manner not to be questioned	f 16 80	5 20	3 9			24 109	4.54	S
Grand Mean	173 865	80 320	31 93	4 8		288 1286	4.47	S

Legend: 4.51 – 5.00 Always (Very Strong)

3.51 – 4.50 Often (Strong)

2.51 – 3.50 Occasionally (Moderately Strong)

1.51 – 2.50 Seldom (Weak)

1.00 – 1.50 Never (Wanting)



Table 14

**Leadership Styles on Initiating Structure of UEP  
Executives as Perceived by the Subordinates**

Leadership Styles	R E S P O N S E S						Total	WM	Interpre- tation
		5	4	3	2	1			
1. He schedules the work to be done	f	65 325	69 276	43 129	17 34		194 764	3.94	S
2. Encourages the use of uniform procedures	f	71 355	68 272	37 111	17 34	1 1	194 773	3.99	S
3. Asks the members to follow standard rules and regulations	f	84 420	77 308	30 90	3 6		194 824	4.25	S
4. Tries out his ideas to the group	f	73 365	71 284	42 126	7 14	1 1	194 790	4.07	S
5. He makes his attitude clear to the group	f	73 365	66 264	47 141	8 16		194 786	4.05	S
6. Makes sure he is understood by the group	f	78 90	74 20	38 3	4 8		194 113	4.17	S
7. Decides what shall be done and how it be done	f	62 310	64 256	53 159	12 24	3 3	194 752	3.88	S
8. Maintains definite standard of performance	f	72 360	75 300	40 120	7 14		194 794	4.09	S
9. Lets group members know what is expected of them	f	55 275	99 396	35 105	4 8	1 5	194 785	4.05	S
10. He assigns group members to a particular job.	f	76 380	73 292	36 108	4 8	5 5	194 793	4.08	S
11. He rules with an iron hand	f	85 425	55 220	31 93	17 34	6 6	194 778	4.01	S
12. Speaks in a manner not to be questioned	f	69 345	64 256	34 102	15 30	12 12	194 745	3.84	S
Grand Mean		863 4315	855 3420	466 1398	115 230	29 29	2328 9392	4.03	S

Legend: 4.51 – 5.00 Always (Very Strong)  
 3.51 – 4.50 Often (Strong)  
 2.51 – 3.50 Occasionally (Moderately Strong)

1.51 – 2.50 Seldom (Weak)  
 1.00 – 1.50 Never (Wanting)

### **Management Functions**

**Planning.** The essence of planning is to see opportunities and threats in the future, and exploit or combat them as the case may be. Planning is a philosophy, not so much in the literal sense of that word but as an attitude, a way of life (Steiner, 1969:6).

Planning for the organization should be an ongoing process. It should see to it and check if the plans need to be modified to accommodate changes in a changing condition.

The researcher considered 12 indicators of planning which are being exercised by UEP executives. These indicators were used in evaluating their planning behavior. Tables 15 and 16 show the results of the survey on the planning function of UEP executives. The UEP executives again rated themselves higher than their subordinates, the grand means being 4.66 and 4.24, respectively.

For the individual items in the questionnaire under planning function, the results of the survey revealed that UEP executives rated themselves high on knowledge of the procedures by which problems are studied with 4.75 rating. This was followed by their knowledge of the function performed by their subordinates, 4.71; then communication of plans and decision with 4.71 also. Working for and accomplishing the targets was the least rated planning function of UEP executives with only 4.46 weighted mean.

**Table 15**  
**Planning Function of UEP Executive as**  
**Perceived by Themselves**

Planning Behaviors		R E S P O N S E S					Total	WM	Interpre- tation
		5	4	3	2	1			
1. Develops policies and/or action plans	f	16 80	6 24	2 6			24 110	4.58	VS
2. Implements policies and/or programs	f	18 90	4 16	2 6			24 112	4.67	VS
3. Sets objectives for improvements	f	17 85	5 20	2 6			24 111	4.63	VS
4. Works for and accomplishes targets	f	12 60	11 44	1 3			24 107	4.46	S
5. Provides flexibility action plans	f	13 65	10 40	1 3			24 108	4.50	S
6. Knows the functions performed by the subordinates	f	18 90	5 20	1 3			24 113	4.71	VS
7. Provides for equal treatment among group members	f	13 65	10 40	1 3			24 108	4.50	VS
8. Knows the procedures by which problems are studied	f	18 90	6 24				24 114	4.75	VS
9. Keeps records of completed tasks	f	14 70	8 32	2 6			24 108	4.50	S
10. Assumes responsibilities in accomplishing the tasks	f	16 80	8 32				24 112	4.67	VS
11. Gathers and analyzes information	f	16 80	6 24	2 6			24 110	5.58	VS
12. Communicates plans and decisions	f	18 90	5 20	1 3			24 113	4.71	VS
Grand Mean		189 945	84 366	15 60			288 1341	4.66	VS

Legend: 4.51 – 5.00 Always (Very Strong)  
 3.51 – 4.50 Often (Strong)  
 2.51 – 3.50 Occasionally (Moderately Strong)

1.51 – 2.50 Seldom (Weak)  
 1.00 – 1.50 Never (Wanting)

**Table 16**  
**Planning Function of UEP Executive as**  
**Perceived by the Subordinates**

Planning Behaviors		R E S P O N S E S					Total	WM	Interpre- tation
		5	4	3	2	1			
1. Develops policies and/or action plans	f	66 330	81 324	35 105	12 24		194 783	4.05	S
2. Implements policies and/or programs	f	94 470	69 276	25 75	5 10	1 1	194 832	4.29	S
3. Sets objectives for improvements	f	93 465	67 268	25 75	7 14	2 2	194 824	4.25	S
4. Works for and accomplishes targets	f	84 420	84 336	24 72	2 10	2 2	194 832	4.29	S
5. Provides flexibility action plans	f	78 390	79 316	32 96	5 10		194 812	4.19	S
6. Knows the functions performed by the subordinates	f	99 495	64 256	24 72	5 10	2 2	194 835	4.30	S
7. Provides for equal treatment among group members	f	115 575	59 236	13 39	7 14		194 864	4.45	S
8. Knows the procedures by which problems are studied	f	83 415	71 284	27 81	13 26		194 806	4.15	S
9. Keeps records of completed tasks	f	81 405	73 292	30 90	10 20		194 807	4.16	S
10. Assumes responsibilities in accomplishing the tasks		90 450	66 264	27 81	10 20	1 1	194 816	4.21	S
11. Gathers and analyzes information	f	86 430	71 284	27 81	7 12	3 3	194 812	4.19	S
12. Communicates plans and decisions	f	103 515	59 236	25 75	5 10	2 2	194 838	4.32	S
Grand Mean		1072 5360	843 3372	314 942	88 176	11 11	2328 9861	4.24	S

Legend: 4.51 – 5.00 Always (Very Strong)                      1.51 – 2.50 Seldom (Weak)  
 3.51 – 4.50 Often (Strong)                                        1.00 – 1.50 Never (Wanting)  
 2.51 – 3.50 Occasionally (Moderately Strong)

Table 17

**Comparison of the Perception of Executives and Subordinates on  
the Planning Function Exercised by UEP Executives**

Planning Behaviors	R E S P O N D E N T S				
	Executives Weighted Mean (N=24)	Subordinates Weighted Mean (N=194)	Total Weighted Mean (N=218)	Interpre- tation	Rank
	"High"				
1. Implements policies and programs	4.67	4.67	4.67	S	1st
2. Provides equal treatment among the members of the group	4.50	4.45	4.46	S	2nd
3. Communicates plans and decisions	4.71	4.32	4.36	S	3rd
4. Knows the functions performed by his subordinates	4.71	4.32	4.35	S	4th
5. Works for and accomplishes targets	4.46	4.29	4.31	S	5th
6. Sets objectives for improvement	4.63	4.25	4.29	S	6th
	"Low"				
7. Keeps records of completed task of a person working with him	4.50	4.16	4.26	S	7th
8. Keeps the necessary action and assumes the responsibilities in accomplishing the major task	4.67	4.21	4.26	S	8th
9. Gathers and analyzes information	4.58	1.19	4.23	S	9th
10. Provides flexibility plans for action	4.50	4.19	4.22	S	10th
11. Knows the procedures by which the problems are studied	4.75	4.15	4.22	S	11th
12. Develops policies and action plans	4.58	4.04	4.10	S	12th
Grand Mean	4.61	4.23	4.27	S	

4.51 -5.00= (VS) Very strong leadership (leader always does what is described in the questionnaire)

3.51 -4.50= (S) Strong leadership (leader does oftenly the behavior described)

2.51 -3.50=(MS) Moderately strong (leader occasionally does the behavior described)

1.51 -2.50=(W) Weak leadership (leader seldom does the behavior described)

1.00 -1.50= Lacking (leader never does the behavior as described)

**Organizing function.** As shown in Tables 18 and 19, the computed grand means of the executives and subordinates respondents were 4.57 and 4.14, respectively. It only shows that the executives rated themselves higher than their subordinates did. The two organizing behaviors which came out to be the most frequently observed by UEP executives in the exercise of their organizing function were organizing\* committees and providing coordination of activities; and opening channels of communication with the group members. Both had an average\* rating of 4.71. This was followed by keeping the group working together as a team, 4.67. On the other hand, UEP executives rated themselves “low” in selection and training of staff and obtaining resources with 4.38; following a criteria in organizing a group, 4.50; providing a closer tie-up between the superiors and subordinates; allocating jobs and accommodating personnel in the organization; not neglecting other members of the group; working to provide funds and facilities; structuring the machinery of the organization; and establishing authority and responsibility with 5.54 rating. The weighted mean of UEP executives was 4.57 falling under the “very strong” category level of organizing function (Table 18).

The rating of subordinates on their executives’ organizing function were “high” on the following items: keeps the group working together as a team with 4.30; opens channels of communication with the group members, 4.29; divides the works into a manageable unit and assigns personnel who fit the job, 4.27 (Table 19).

Table 18

**Organizing Function of UEP Executives  
as Perceived by Themselves**

Organizing Behaviors		R E S P O N S E S					Total	WM	Interpre- tation
		5	4	3	2	1			
1. Organizes committees and coordinates activities	f	17 85	7 28				24 113	4.71	VS
2. Works to provide funds and facilities	f	14 70	9 36	1 3			24 109	4.54	VS
3. Divides the work into a manageable jobs	f	16 80	7 28	1 3			24 111	4.63	VS
4. Provides a close tie-up between superiors and subordinates	f	15 75	7 2	2 6			24 109	4.54	VS
5. Allocates jobs and accommodates personnel in the organization		15 75	7 28	2 6			24 109	4.54	VS
6. Structures the machinery of the organization	f	14 70	9 36	1 3			24 109	4.54	VS
7. Does not neglect other members of the organization	f	15 75	7 28	2 6			24 109	4.54	VS
8. Follows criteria in organizing the group	f	13 65	10 40	1 3			24 108	4.50	VS
9. Selects and trains his staff and obtains resources	f	11 55	11 44	2 6			24 105	4.38	VS
10. Opens channels of communication with the group members	f	18 90	5 20	1 3			24 113	4.71	VS
11. Establishes structure of Authority and responsibility	f	14 70	9 36	1 3			24 109	4.54	VS
12. Keeps the group working together as a team		18 90	4 16	2 6			24 112	4.67	VS
Grand Mean		180 900	92 368	16 48			288	4.57	VS

Legend: 4.51 – 5.00 Always (Very Strong)                      1.51 – 2.50 Seldom (Weak)  
 3.51 – 4.50 Often (Strong)                                      1.00 – 1.50 Never (Wanting)  
 2.51 – 3.50 Occasionally (Moderately Strong)

**Table 19**  
**Organizing Function of UEP Executives**  
**as Perceived by the Subordinates**

Organizing Behaviors		R E S P O N S E S					Total	WM	Interpre- tation
		5	4	3	2	1			
1. Organizes committees and coordinates activities	f	93 465	66 264	29 87	5 10	1 1	194 827	4.26	S
2. Works to provide funds and facilities	f	75 375	83 332	25 75	10 20	1 1	194 803	4.14	S
3. Divides the work into a manageable jobs	f	90 450	73 292	24 72	7 14		194 828	4.27	S
4. Provides a close tie-up between superiors and subordinates	f	74 370	69 276	30 90	19 38	2 2	194 776	4.00	S
5. Allocates jobs and accommodates personnel in the organization		63 315	64 256	54 162	10 20	3 3	194 756	4.13	S
6. Structures the machinery of the organization	f	70 35	81 324	41 123	2 4		194 801	4.13	S
7. Does not neglect other members of the organization	f	76 380	79 316	22 66	17 34		194 796	4.10	S
8. Follows criteria in organizing the group	f	70 350	81 324	33 99	10 20		194 793	4.09	S
9. Selects and trains his staff and obtains resources	f	60 300	92 368	30 90	11 22	1 1	194 781	4.03	S
10. Opens channels of communication with the group members	f	91 455	74 296	23 69	6 12		194 832	4.29	S
11. Establishes structure of authority and responsibility	f	72 360	91 364	27 69	4 12		194 813	4.19	S
12. Keeps the group working together as a team		97 485	65 260	25 75	7 14		194 834	4.30	S
Grand Mean		931 4655	918 3672	363 1089	108 216	8 8	2328 9640	4.14	S

Legend: 4.51 – 5.00 Always (Very Strong)                      1.51 – 2.50 Seldom (Weak)  
3.51 – 4.50 Often (Strong)                                      1.00 – 1.50 Never (Wanting)  
2.51 – 3.50 Occasionally (Moderately Strong)



Table 20

**Comparison of the Perception of Executives and Subordinates on  
the Organizing Function Exercised by UEP Executives**

Organizing Behaviors	R E S P O N D E N T S				
	Executives Weighted Mean (N=24)	Subordinates Weighted Mean (N=194)	Total Weighted Mean (N=218)	Interpre- tation	Rank
	"High"				
1. Opens channels of communication	4.71	4.29	4.34	S	1st
2. Keeps the group working together	4.67	4.30	4.34	S	2nd
3. Organizes committees and provides coordination of activities	4.71	4.26	4.31	S	3rd
4. Divides the work into manageable units and assigns personnel who fit the job	4.63	4.27	4.31	S	3rd
5. Establishes structure of authority responsibility and machinery	4.54	4.17	4.21	S	4th
	"Low"				
6. Works to provide and maintain funds and facilities	4.54	4.14	4.18	S	5th
7. Structures the machinery of the organization	4.59	4.13	4.18	S	5th
8. Does not neglect the other members of the organization	4.54	4.10	4.15	S	6th
9. Follows a criteria in organizing a group	4.50	4.09	4.14	S	7th
10. Selects and trains his staff and obtains resources	4.38	4.03	4.07	S	8th
11. Provides a closer tie-up between the superiors and subordinates	4.54	4.00	4.06	S	9th
12. Allocates jobs and accommodates personnel in the organization	4.54	3.90	3.97	S	10th
Grand Mean	4.57	4.14	4.19	S	

4.51 -5.00= (VS) Very strong leadership (leader always does what is described in the questionnaire)

3.51 -4.50= (S) Strong leadership (leader does oftenly the behavior described)

2.52-3.50=(MS) Moderately strong (leader occasionally does the behavior described)

1.51 -2.50=(W) Weak leadership (leader seldom does the behavior described)

1.00 -1.50= Lacking (leader never does the behavior as described)

**Directing function.** Tables 21 and 22 show the weighted mean ratings for all items under directing function of UEP executives. The results show that UEP executives rated themselves “very strong” with a computed grand mean of 4.58. The subordinates, on the other hand, rated them a bit lower with 4.19 grand mean.

The perception of 24 executives relative to their own directing function was that they were “always” willing to work well (Table 21). This behavior came out to be the first in rank among the 12 directing behaviors with 4.79 rating. This was followed in such order by behaviors on encouraging subordinates to establish harmonious relations between themselves and subordinates, 4.71; motivating his staff to work with zeal and confidence, 4.71; establishing proper communication between themselves and the subordinates, 4.67; and putting emphasis on what is right rather than who is right, 4.67. However, they rated themselves “low” on guiding and supervising subordinates, 4.46; assigning and distributing the work equally to subordinates, 4.42; and supervising even in the remote places with 4.33.

Meanwhile, subordinates rated their executives differently. The highest rating went to their willingness to work well, 4.39. It was followed by these items: disagreements are settled in a peaceful manner, 4.26; and establishing proper communication between himself and subordinates, 4.24. The subordinates, however, rated the executives “low” on the following: coordinates with parents and students with 4.00 (Table 22).

**Table 21**  
**Directing Function of UEP Executives as**  
**Perceived by Themselves**

Directing Behaviors	R E S P O N S E S					Total	WM	Interpre- tation
	5	4	3	2	1			
1. Guides and supervises subordinates	f 12 60	11 44	1 3			24 107	4.46	S
2. Establishes proper communication	f 17 85	6 24	1 3			24 112	4.67	VS
3. Motivates his staff to work with zeal and confidence	f 18 90	5 20	1 3			24 113	4.71	VS
4. Supervises even in very remote places	f 12 60	8 32	4 12			24 104	4.33	S
5. Establishes harmonious relationship with subordinates	f 17 85	7 28				24 113	4.71	VS
6. Willingness to work well	f 20 100	3 12	1 3			24 115	4.79	VS
7. Coordinates the function with the parents and students	f 11 55	12 48	1 3			24 106	4.42	S
8. Sees to it that people working with him are doing well	f 16 80	6 24	2 6			24 110	4.58	VS
9. Encourages work dynamics	f 16 80	6 24	2 6			24 110	4.58	VS
10. Puts emphasis on what is right than who is right	f 17 85	6 16	1 3			24 112	4.67	VS
11. Assigns and distributes work equally	f 12 60	10 40	2 6			24 106	4.42	VS
12. Disagreements are settled in a peaceful manner	f 16 80	7 28	1 3			24 111	4.63	VS
Grand Mean	184 920	87 348	17 51			288 1319	4.58	VS

4:51 -5.00= (VS) Very strong leadership (leader always does what is described in the questionnaire)

3.51 -4.50= (S) Strong leadership (leader does oftenly the behavior described)

2.52 -3.50=(MS) Moderately strong (leader occasionally does the behavior described)

1.51 -2.50=(W) Weak leadership (leader seldom does the behavior described)

1.00 -1.50= Lacking (leader never does the behavior as described)

**Table 22**  
**Directing Function of UEP Executives as**  
**Perceived by the Subordinates**

Directing Behaviors	R E S P O N S E S					Total	WM	Interpre- tation
	5	4	3	2	1			
1. Guides and supervises subordinates	f 78 390	76 304	31 93	9 18		194 805	4.15	S
2. Establishes proper communication	f 87 435	72 288	32 96	3 6		194 825	4.25	S
3. Motivates his staff to work with zeal and confidence	f 72 360	88 352	27 81	7 14		194 807	4.16	S
4. Supervises even in very remote places	f 81 405	64 256	39 117	10 20		194 798	4.11	S
5. Establishes harmonious relationship with subordinates	f 84 420	79 316	25 75	6 12		194 852	4.24	S
6. Willingness to work well	f 107 535	59 236	25 75	3 6		194 852	4.39	S
7. Coordinates the function with the parents and students	f 59 295	91 364	29 87	15 30		194 776	4.00	S
8. Sees to it that people working with him are doing well	f 68 340	94 376	29 87	3 6		194 809	4.17	S
9. Encourages work dynamics	f 66 330	84 336	39 117	5 10		194 793	4.09	S
10. Puts emphasis on what is right than who is right	f 94 470	58 232	34 102	8 16		194 820	4.23	S
11. Assigns and distributes work equally	f 87 435	78 312	18 54	8 16	3 3	194 820	4.23	S
12. Disagreements are settled in a peaceful manner	f 89 445	78 312	19 57	5 10	3 3	194 827	4.26	S
Grand Mean	972 4860	921 3684	347 1041	82 164	6 6	2328 9755	4.19	S

4.51 -5.00= (VS) Very strong leadership (leader always does what is described in the questionnaire)

3.51 -4.50= (S) Strong leadership (leader does oftenly the behavior described)

6.51 -3.50=(MS) Moderately strong (leader occasionally does the behavior described)

1.51 -2.50=(W) Weak leadership (leader seldom does the behavior described)

1.00 -1.50= Lacking (leader never does the behavior as described)

Table 23

**Comparison of the Perception of Executives and Subordinates on  
the Directing Function Exercised by UEP Executives**

Directing Behaviors	RESPONDENTS				
	Executives Weighted Mean (N=24)	Subordinates Weighted Mean (N=194)	Total Weighted Mean (N=218)	Interpre- tation	Rank
1. He is willing to work well.	4.79	4.39	4.43	S	1st
2. Coordinates the functions and duties of staff with parents and students.	4.42	4.00	4.40	S	2nd
3. Establishes proper communication between himself and subordinates.	4.67	4.25	4.30	S	3rd
4. Disagreements are settled in a peaceful manner.	4.63	4.26	4.30	S	3rd
5. Encourages subordinates to establish harmonious relationship	4.71	4.24	4.29	S	4th
6. Put emphasis on what is right rather than who is right.	4.67	4.23	4.28	S	5th
7. Assigns and distribute work equally	4.42	4.23	4.25	S	6th
8. Motivate his staff to work with zeal.	4.71	4.16	4.22	S	7th
9. Sees to it that people working with him are doing well.	4.58	4.17	4.22	S	7th
10. He guides and supervises subordinates.	4.46	4.15	4.18	S	8th
11. Encourages group dynamics.	4.58	4.09	4.14	S	9th
12. Supervises even in a very remote places.	4.33	4.11	4.13	S	10th
Grand Mean	4.58	4.19	4.23	S	
=====					
4:51 -5.00= (VS) Very strong leadership (leader always does what is described in the questionnaire)					
3.51 -4.50= (S) Strong leadership (leader does oftenly the behavior described)					
1.00 -3.50=(MS) Moderately strong (leader occasionally does the behavior described)					
1.51 -2.50=(W) Weak leadership (leader seldom does the behavior described)					
1.00 -1.50= (L) Lacking (leader never does the behavior as described)					

**Controlling function.** Tables 24 and 25 show the results on the controlling function of UEP executives. The perception of executives on their controlling function showed a “strong” behavior with a grand mean of 4.44. Subordinates, on the other hand, rated their executives a 4.10 grand mean falling within the same “strong” category of behavior.

The comparison of the perception of the two groups of respondents of the UEP executives controlling function is shown in Table 26. The executives rated themselves “high” on giving fair rating to their subordinates showing a 4.58 weighted mean. This was followed in descending order by believing in the potentialities of their staff members, 4.54; monitoring the activities of the organization to conform to the goals and objectives of the organization, 4.54; seeing to it that target objectives are satisfactorily achieved 4.50; being competent and firm in their decision, 4.46; identifying errors and weaknesses in order to correct them, 4.46; evaluating the performance of their subordinates, 4.46. However, they also rated themselves “low” in delegating authority and responsibility to somebody if necessary, 4.38; recommending for awards and promotion of the deserving members of the organization, 4.33; and giving incentives for good performance, 4.29.

On the other hand, the subordinates perceived that their executives manifested a “high” level of such behaviors as delegating authority and responsibilities to somebody if necessary with 4.35 mean; and seeing to it that target objectives are satisfactorily achieved with 4.23 (Table 26).

**Table 24**  
**Controlling Function of UEP Executives as**  
**Perceived by Themselves**

Controlling Behaviors		R E S P O N S E S					Total	WM	Interpre- tation
		5	4	3	2	1			
1. Evaluates the performance of subordinates	f	13 65	9 36	2 6			24 107	4.46	S
2. Sees that targets are satisfactorily achieved	f	14 70	8 32	2 6			24 108	4.50	S
3. Believes in the potentials of his staff members	f	16 80	6 24	1 3	1 2		24 109	4.54	VS
4. Recommends award/promotion of deserving members	f	13 65	7 28	3 19	1 2		24 104	4.33	S
5. Gives incentives for good performance	f	12 60	7 28	5 15			24 103	4.29	S
6. Competent and firm in his decision	f	14 70	8 32	2 6			24 108	4.50	S
7. Monitors the activities of the organization	f	14 70	9 36	1 3			24 109	4.54	VS
8. Gives a fair rating to his subordinates	f	15 75	8 32	1 3			24 110	4.58	VS
9. Identifies errors and weakness in order to correct them	f	13 65	9 36	2 6			24 107	4.46	S
10. Makes rules and standard in accomplishing targets	f	14 70	8 32	1 3	1 2		24 107	4.46	S
11. Controls the selection and assignment of personnel	f	10 50	10 40	4 12			24 102	4.25	S
12. Delegates authority and responsibility to somebody	f	11 55	11 44	2 6			24 105	4.38	S
Grand Mean		159 795	100 400	26 78	3 6		288 1279	4.44	S

4:51 -5.00= (VS) Very strong leadership (leader always does what is described in the questionnaire)

3:51-4.50= (S) Strong leadership (leader does oftenly the behavior described)

2:51-3.50=(MS) Moderately strong (leader occasionally does the behavior described)

1:51 -2.50=(W) Weak leadership (leader seldom does the behavior described)

1.00-1.50= Lacking (leader never does the behavior as described)

Table 25

**Controlling Function of UEP Executives as  
Perceived by the Subordinates**

Controlling Behaviors	R E S P O N S E S						Total	WM	Interpre- tation
		5	4	3	2	1			
1. Evaluates the performance of subordinates	f	72 360	69 276	39 117	12 24	2 2	194 779	4.02	S
2. Sees that targets are satisfactorily achieved	f	78 390	84 336	30 90	2 4		194 820	4.23	S
3. Believes in the potentials of his staff members	f	88 440	66 264	27 81	13 26		194 811	4.18	S
4. Recommends award/promotion of deserving members	f	69 345	71 284	32 96	19 38	3 3	194 766	3.95	S
5. Gives incentives for good performance	f	71 355	73 292	39 117	11 22		194 786	4.05	S
6. Competent and firm in his decision	f	78 390	77 308	33 99	6 12		194 809	4.17	S
7. Monitors the activities of the organization	f	79 395	73 292	31 93	8 16	3 3	194 798	4.12	S
8. Gives a fair rating to his subordinates	f	81 405	73 292	23 69	15 30	2 2	194 798	4.11	S
9. Identifies errors and weakness in order to correct them	f	64 320	82 328	39 117	7 14	2 2	194 781	4.03	S
10. Makes rules and standard in accomplishing targets	f	78 390	79 316	32 96	3 6	2 2	194 810	4.18	S
11. Controls the selection and assignment of personnel	f	51 255	86 344	52 156	4 8	1 1	194 764	3.94	S
12. Delegates authority and responsibility to somebody	f	76 380	76 304	35 105	5 10	2 2	194 801	4.13	S
Grand Mean		f 885 4425	909 3636	412 1236	105 210	17 34	2328 9541	4.10	S

4:51 -5.00= (VS) Very strong leadership (leader always does what is described in the questionnaire)

3.51 -4.50= (S) Strong leadership (leader does oftenly the behavior described)

2.51-3.50=(MS) Moderately strong (leader occasionally does the behavior described)

1.51 -2.50=(W) Weak leadership (leader seldom does the behavior described)

1.00 -1.50= Lacking (leader never does the behavior as described)



Table 26

**Comparison of the Perception of Executives and Subordinates on  
the Controlling Function Exercised by UEP Executives**

Controlling Behaviors	R E S P O N D E N T S				
	Executives Weighted Mean (N=24)	Subordinates Weighted Mean (N=194)	Total Weighted Mean (N=218)	Interpre- tation	Rank
	-----				
	"High"				
1. Delegates authority and responsibilities to somebody if necessary	4.38	4.35	4.35	S	1st
2. Sees that targets/objectives are satisfactorily achieved	4.50	4.23	4.26	S	2nd
3. Believes in the potential of his staff	4.54	4.18	4.22	S	3rd
4. Makes rules and standard in the accomplishment of objectives	4.46	4.18	4.21	S	4th
2. Competent and firm in his decision	4.50	4.17	4.18	S	5th
6. Monitors the activities of the organization to confirm to goals and objectives.	4.54	4.12	4.17	S	6th
7. Gives a fair rating to subordinates	4.58	4.11	4.16	S	7th
8. Gives a incentives for good performance	4.29	4.05	4.08	S	8th
9. Identify errors and weakness in order to correct them.	4.46	4.02	4.07	S	9th
10. Evaluates the performance of subordinates	4.46	4.02	4.07	S	9th
11. Recommends for award/promotion of deserving members	4.33	3.95	3.99	S	10th
12. Controls the selection and assignments of personnel.	4.25	3.94	3.97	S	11th
Grand Mean	4.44	4.09	4.13	S	
=====					
4:51 -5.00= (VS) Very strong leadership (leader always does what is described in the questionnaire)					
3.51 -4.50=(S) Strong					
2.51-3.50=(MS) Moderately strong (leader occasionally does the behavior.					
1.51 -2.50=(W) Weak leadership (leader seldom does the behavior described)					
1.00-1.50= Lacking (leader never does the behavior as described)					

### **Express Satisfaction of the Respondents on the Management Functions of UEP Executives**

Tables 27, shows the satisfaction of the respondents as regards the planning behavior of UEP executives. The group of executives expressed an “outstanding” level of satisfaction with 4.61 rating, while the subordinates’ was only at “very satisfactory” level being 4.23. The level of satisfaction of the entire 218 respondents taken as a whole was “very satisfactory” with a 4.27 grand weighted mean rating.

As to organizing, the executives expressed a high rating of 4.57 under outstanding category while for subordinates they had only 4.14 falling under very satisfactory level (Table 28).

On directing function, executives rated themselves outstanding again with a 4.58 mean. The satisfaction of subordinates on the other hand, was only 4.19 implying a very satisfactory rating (Table 29).

However, on controlling function, the executives rated themselves only very satisfactory, while their subordinates expressed 4.09 satisfaction rating falling within the same very satisfactory level (Table 30).

The results showed that the two groups of respondents expressed different levels of satisfaction on the executives’ performance, except on the controlling function wherein both of them expressed the same very satisfactory level of satisfaction.

**Table 27**  
**Expressed Satisfaction of Respondents on the UEP**  
**Executives' Level of Planning Function**

Planning Behaviors	RESPONDENTS				
	Executives Weighted Mean (N=24)	Subordinates Weighted Mean (N=194)	Total Weighted Mean (N=218)	Interpre- tation	Rank
	"High"				
1. Implements policies and programs	4.67	4.67	4.67	O	1st
2. Provides equal treatment among the members of the group	4.50	4.45	4.46	VS	2nd
3. Communicates plans and decisions	4.71	4.32	4.36	VS	3rd
4. Knows the functions performed by his subordinates	4.71	4.32	4.35	VS	4th
5. Works for and accomplishes Targets	4.46	4.29	4.31	VS	5th
6. Sets objectives for improvement	4.63	4.25	4.29	VS	6th
	"Low"				
7. Keeps records of completed task of a person working with him	4.50	4.16	4.26	VS	7th
8. Keeps the necessary action and assumes the responsibilities in accomplishing the major task	4.67	4.21	4.26	VS	8th
9. Gathers and analyzes information	4.58	1.19	4.23	VS	9th
10. Provides flexibility plans for action	4.50	4.19	4.22	VS	10th
11. Knows the procedures by which the problems are studied	4.75	4.15	4.22	VS	11th
12. Develops policies and action plans	4.58	4.04	4.10	VS	12th
Grand Mean	4.61	4.23	4.27	VS	

Legend: 4.51 – 5.00 Outstanding (O)      1.51 – 2.50 Fair (F)  
3.51 – 4.50 Very Satisfactory (VS)      1.00 – 1.50 Unsatisfactory (U)  
2.51 – 3.50 Satisfactory (S)

Table 28

**Expressed Satisfaction of Respondents on UEP Executives'  
Level of Organizing Function**

Organizing Behaviors	RESPONDENTS				
	Executives Weighted Mean (N=24)	Subordinates Weighted Mean (N=194)	Total Weighted Mean (N=218)	Interpre- tation	Rank
	-----				
	"High"				
1. Opens channels of communication	4.71	4.29	4.34	VS	1st
2. Keeps the group working together	4.67	4.30	4.34	VS	2nd
3. Organizes committees and provides coordination of activities	4.71	4.26	4.31	VS	3rd
4. Divides the work into manageable units and assigns personnel who fit the job	4.63	4.27	4.31	VS	3rd
5. Establishes structure of authority responsibility and machinery	4.54	4.17	4.21	VS	4th
	"Low"				
6. Works to provide and maintain funds and facilities	4.54	4.14	4.18	VS	5th
7. Structures the machinery of the organization	4.59	4.13	4.18	VS	5th
8. Does not neglect the other members of the organization	4.54	4.10	4.15	VS	6th
9. Follows a criteria in organizing a group	4.50	4.09	4.14	VS	7th
10. Selects and trains his staff and obtains resources	4.38	4.03	4.07	VS	8th
11. Provides a closer tie-up between the superiors and subordinates	4.54	4.00	4.06	VS	9th
12. Allocates jobs and accommodates personnel in the organization	4.54	3.90	3.97	VS	10th
Grand Mean	4.57	4.14	4.19	VS	
=====					
Legend: 4.51 – 5.00 Outstanding (O)	1.51 – 2.50 Fair (F)				
3.51 – 4.50 Very Satisfactory (VS)	1.00 – 1.50 Unsatisfactory (U)				
2.51 – 3.50 Satisfactory (S)					

Table 29

**Expressed Satisfaction of Respondents on UEP Executives'  
Level of Directing Function**

Directing Behaviors	RESPONDENTS				
	Executives Weighted Mean (N=24)	Subordinates Weighted Mean (N=194)	Total Weighted Mean (N=218)	Interpre- tation	Rank
	"High"				
1. He is willing to work well.	4.79	4.39	4.43	VS	1st
2. Coordinates the functions and duties of staff with parents and students.	4.42	4.00	4.40	VS	2nd
3. Establishes proper communication between himself and subordinates.	4.67	4.25	4.30	VS	3rd
4. Disagreements are settled in a peaceful manner.	4.63	4.26	4.30	VS	3rd
5. Encourages subordinates to establish harmonious relationship	4.71	4.24	4.29	VS	4th
6. Put emphasis on what is right rather than who is right.	4.67	4.23	4.28	VS	5th
7. Assigns and distribute work equally	4.42	4.23	4.25	VS	6th
		"Low"			
8. Motivate his staff to work with zeal.	4.71	4.16	4.22	VS	7th
9. Sees to it that people working with him are doing well.	4.58	4.17	4.22	VS	7th
3. He guides and supervises subordinates.	4.46	4.15	4.18	VS	8th
4. Encourages group dynamics.	4.58	4.09	4.14	VS	9th
12. Supervises even in a very remote places.	4.33	4.11	4.13	VS	10th
Grand Mean	4.58	4.19	4.23	VS	

Legend: 4.51 – 5.00 Outstanding (O)  
3.51 – 4.50 Very Satisfactory (VS)  
2.51 – 3.50 Satisfactory (S)

1.51 – 2.50 Fair (F)  
1.00 – 1.50 Unsatisfactory (U)

Table 30

**Expressed Satisfaction of Respondents on UEP Executives'  
Level of Controlling Function**

Controlling Behaviors	RESPONDENTS				
	Executives Weighted Mean (N=24)	Subordinates Weighted Mean (N=194)	Total Weighted Mean (N=218)	Interpre- tation	Rank
	"High"				
1. Delegates authority and responsibilities to somebody if necessary	4.38	4.35	4.35	VS	1st
2. Sees that targets/objectives are satisfactorily achieved	4.50	4.23	4.26	VS	2nd
3. Believes in the potential of his staff	4.54	4.18	4.22	VS	3rd
4. Makes rules and standard in the accomplishment of objectives	4.46	4.18	4.21	VS	4th
4. Competent and firm in his decision	4.50	4.17	4.18	VS	5th
6. Monitors the activities of the organization to confirm to goals and objectives.	4.54	4.12	4.17	VS	6th
7. Gives a fair rating to subordinates	4.58	4.11	4.16	VS	7th
	"Low"				
8. Gives a incentives for good performance	4.29	4.05	4.08	VS	8th
9. Identify errors and weakness in order to correct them.	4.46	4.02	4.07	VS	9th
10. Evaluates the performance of Subordinates	4.46	4.02	4.07	VS	9th
11. Recommends for award/promotion of deserving members	4.33	3.95	3.99	VS	10th
12. Controls the selection and assignments of personnel.	4.25	3.94	3.97	VS	11th
Grand Mean	4.44	4.09	4.13	VS	

Legend: 4.51 – 5.00 Outstanding (O)  
 3.51 – 4.50 Very Satisfactory (VS)  
 2.51 – 3.50 Satisfactory (S)

1.51 – 2.50 Fair (F)  
 1.00 – 1.50 Unsatisfactory (U)

**Administrative Problems Encountered  
by UEP Executives in the Exercise  
of their Official Function**

Most executives, nineteen or 79.17 percent of them had problems because of the limited resources of UEP. It was followed in that order by slow in the procurement by the administration of the needed supplies and materials, 66.67. percent; uncooperativeness of some subordinates with 37.50 percent; apathy of some teachers and other subordinates, 33.33 percent; political influence with 33.33 percent;

**Table 31**

**Administrative Problems Encountered by UEP Executives  
in the Exercise of their Official Functions**

Administrative Problems	Frequency *	Percent *	Rank
Limited School facilities	19	79.17	1 <sup>st</sup>
Slowness in procurement of supplies and materials	16	66.67	2 <sup>nd</sup>
Uncooperativeness of subordinates	9	37.50	3 <sup>rd</sup>
Apathy of some teachers and subordinates	8	33.33	4 <sup>th</sup>
Political influence	8	33.33	4 <sup>th</sup>
Misinterpretation of good intention by subordinates	6	25.00	5 <sup>th</sup>
Lack of time for supervision	4	16.67	6 <sup>th</sup>
Others: Difficulty in internalizing work ethics and the values of service orientation of subordinates	1	4.17	7 <sup>th</sup>

\* Multiple responses.

misinterpretation of good intention by subordinates with 25.00 percent; lack of time for supervision; and difficulty in internalizing work ethics and the value of service orientedness by some faculty and other subordinates with 4.17 (Table 31).

### **Suggested Solutions to the Administrative problems of UEP Executives**

The Table below enumerates the suggested solutions given by the executives for the prevailing administrative problems they encountered in the exercise of their management functions. Nine or 37.50 percent of

**Table 32**

### **Suggested Solutions to the Problems Encountered**

Solution	Frequency *	Percent *	Rank
Provide enough supplies and materials	9	37.50	1 <sup>st</sup>
Provide adequate facilities to all units	7	29.17	2 <sup>nd</sup>
Give more time to supervise	3	12.50	3 <sup>rd</sup>
Avoid discrimination of subordinates	2	8.33	4 <sup>th</sup>
Prompt submission of required reports and other accomplished forms	2	8.33	4 <sup>th</sup>
Not to give-in to political pressures	1	4.17	5 <sup>th</sup>
Provide more staff training & seminars	1	4.17	5 <sup>th</sup>

\* Multiple responses.

them suggested that enough needed supplies and materials be provided. It was followed in that order by provision of adequate facilities to all units of the university with 29.17 percent; more time to supervise subordinates,



12.50 percent. The least suggested solution were not to give in to political pressures; and provide more training and seminars to the staff members of the organization both with 4.17 percent (Table 32).

### **Test of Relationships**

**Extent of practice of leadership styles.** There was no significant difference between the perception of UEP executives and their subordinates on the extent to which UEP executives practice the different leadership styles along the major management functions.

Table 33, shows the results of t-distribution of two groups of samples giving their perception on whether the UEP executives manifest

**Table 33**

**t-Test: Two sample Assuming Equal Variances for  
Democratic or Autocratic Leadership Styles**

	Variable 1	Variable 2
Mean	81.58333333	74.63402062
Variance	112.6884058	260.699562
Observations	24	194
Pooled Variance	224.9391148	
Hypothesis Mean Difference	0	
df	216	
t-stat	2.05206457	
P (T<=t) one-tail	0.020684675	
T Critical one-tail	1.651937964	
P (T<=t) two-tail	0.041369349	
T Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

democratic or autocratic leadership styles. Treated at 5 percent level of significance, the two groups of respondents, the executives on one hand and the subordinates on the other, had significantly different perceptions with a computed t-stat value of 2.05 higher than the critical value of 1.65 and 1.97 for one-tail and two-tail, respectively.

The null hypothesis therefore, that there is no significant difference in the respondents' perception of the UEP executives' leadership styles as to whether they were democratic or autocratic was disconfirmed.

Table 34, revealed that there was also a significant difference in the perception of executives and that of the subordinates on the extent

**Table 34**

**t-Test of Two Samples for Consideration Structure of  
the UEP Executives' Leadership Styles**

	Variable 1	Variable 2
Mean	55.58333333	49.29381443
Variance	42.60144928	124.633433
Observations	24	194
Pooled Variance	115.8985459	
Hypothesized Mean Difference	0	
df	216	
t-stat	2.299955908	
P (T<t) one-tail	0.003742102	
t Critical one-tail	1.651937964	
P (T<t) two-tail	0.077484204	
T Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

of Consideration Structure of UEP executives' leadership because the t-stat value of 2.29 was higher than the t-critical one-tail value of 1.65 and 1.97 for two-tail at 5 percent level significance.

Regarding the Initiating Structure of UEP executives leadership, the null hypothesis that there is no significant difference in the perception between the executives on one hand, and that of the subordinates on the other, was also rejected (Table 35). There was a significant difference of perception in these two groups of respondents.

**Table 35**

**t-Test of Two-Sample for Initiating Structure of  
UEP Executives Leadership Styles**

	Variable 1	Variable 2
Mean	53.58333333	48.42783505
Variance	67.03623188	114.9921746
Observations	24	194
Pooled Variance	109.8857547	
Hypothesized Mean Difference	0	
df	216	
t stat	2.272888796	
P (T<=t) one-tail	0.012008299	
T Critical one-tail	1.651937964	
P (T<=t) two-tail	0.024016598	
T Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

The executives rated themselves much higher than the rating given to them by their subordinates. The computed t-stat value for this item was

higher, being 2.27 as against 1.65 and 1.97 t Critical one-tail and two-tail values, respectively.

Table 36, shows the computed t-stat value of 2.14 compared to the t-Critical one-tail value of 1.65 for the planning function of UEP executives. Since the computed t-stat value is higher than the t-Critical value, the null hypothesis that there is no significant difference in the perceptions of the UEP executives and the subordinates of the planning function was also disconfirmed.

**Table 36**  
**t-Test of Two-Sample for Planning Function**  
**of UEP Executives**

	Variable 1	Variable 2
Mean	55.25000000	50.82989691
Variance	41.84782609	96.6289461
Observations	24	194
Pooled Variance	90.79577129	
Hypothesized Mean Difference	0	
df	216	
t Stat	2.143768211	
P (T<=t) one-tail	0.016584469	
t Critical one-tail	1.651937964	
P (T<=t) two-tail	0.077484204	
t Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

Table 37 shows the computed t-stat value of 2.47 against the t-Critical value of 1.65 for one-tail. Therefore, the null hypothesis that there is no significant difference in the perceptions of executives and

subordinates of the UEP executives organizing function was also disconfirmed because the computed t-stat value is higher than the t-Critical one-tail value.

**Table 37**  
**t-Test of Two-Sample for Organizing Function**  
**of UEP Executives**

	Variable 1	Variable 2
Mean	54.83333333	49.69072165
Variance	46.75362319	97.59297046
Observation	24	194
Pooled Variance	92.17952145	
Hypothesized Mean Difference	0	
df	216	
t stat	2.475396352	
P (T<=t) one-tail	0.007038969	
t Critical one-tail	1.651937964	
P (T<=t) two-tail	0.014077937	
t Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

As revealed in Table 38, the two groups of respondents significantly different in the perception of the exercise of directing function of UEP executives. The computed t-stat value of 2.55 was higher than the t-Critical one-tail value of 1.65, therefore, the null hypothesis that there is no significant difference in the perception of UEP executives and subordinates of the practice of the executives' directing function was disconfirmed.

**Table 38****t-Test of Two-Sample for Directing Function  
of UEP Executives**

	Variable 1	Variable 2
Mean	55.37500000	50.28350515
Variance	40.76630435	90.45288713
Observation	24	194
Pooled Variance	85.16218619	
Hypothesized Mean Difference	0	
df	216	
t stat	2.549764949	
P (T<=t) one-tail	0.005736287	
t Critical one-tail	1.651937964	
P (T<=t) two-tail	0.011472574	
t Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

The controlling function of UEP executives includes evaluating the performance of subordinates; seeing to it that target objectives are properly achieved; recommending for awards and promotion of deserving members of the staff; giving incentives for good performance; monitoring the activities of the organization whether they conform to the goals and objectives of the organization; identifying errors and weaknesses in order to correct them if necessary; formulating rules and standards in the accomplishment of the objectives and/or targets of the organization; and delegating authority and responsibility to somebody if necessary.

Table 39, shows the perception of the executives and the subordinates of the controlling function of UEP executives. The researcher also rejected the null hypothesis that there is no significant difference in the perception of these two groups of respondents on the controlling function of UEP executives, because the computed t stat value is higher than the t Critical one-tail value being, 1.99 and 1.65 at 5 percent level of significance, respectively.

**Table 39**  
**t-Test of Two-Sample for the Controlling Function**  
**of UEP Executives**

	Variable 1	Variable 2
Mean	53.29166667	48.96391753
Variance	63.25905797	105.6100903
Observations	24	194
Pooled Variance	0	
df	216	
t stat	1.989132386	
P (T<=t) one-tail	0.023974193	
T Critical one-tail	1.651937964	
P (T<=t) two-tail	0.047948387	
T Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

**Extent of expressed level of satisfaction.** There is no significant difference in the expressed level of satisfaction of UEP executives and their subordinates on the extent to which UEP executives practice the different leadership styles along the following management functions.

Table 40, shows the t-distribution of the expressed level of satisfaction of the two groups of respondents on the UEP executives' planning practices. The result of the t-test for the two samples was that the perceptions of the level of satisfaction on this behavior significantly differed among the groups of respondents with a t-test computed value higher than the t-critical value at 5 percent level of significance. The computed t-stat value was 2.14 against the t-critical value of 1.65 at one-tail and 1.97 at two-tail.

**Table 40**

**t-Test of Two-Sample for the Expressed Satisfaction of Respondents on UEP Executives' Planning Function**

	Variable 1	Variable 2
Mean	55.25000000	50.82989691
Variance	41.84782609	96.6289461
Observations	24	194
Pooled Variance	90.79577129	
Hypothesized Mean Difference	0	
df	216	
t stat	2.143768211	
P (T<=t) one-tail	0.016584469	
t Critical one-tail	1.651937964	
P (T<=t) two-tail	0.033168938	
t Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

The expressed satisfaction of the two groups of respondents on the UEP executives' organizing behavior differed significantly as shown by table 41. This Table shows a higher computed t stat value of 2.47 against



the t-critical value at one-tail of 1.65 and 1.97 for two-tail. It denotes the rejection of the null hypothesis.

**Table 41**

**t -Test of Two-Sample for the Expressed Satisfaction of Respondents on UEP executives Organizing Function**

	Variable 1	Variable 2
Mean	54.83333333	49.69072165
Variance	46.75362319	97.59297046
Observations	24	194
Pooled Variance	92.17952145	
Hypothesized Mean Difference	0	
df	216	
t stat	2.475396352	
P (T<=t) one-tail	0.007038969	
t Critical one-tail	1.651937964	
P (T<=t) two-tail	0.014077937	
t Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

The null hypothesis that there is no significant difference in the expressed level of satisfaction of UEP executives and that of the subordinates on the UEP executives directing function was also disconfirmed. The level of satisfaction of executives was higher than that of the subordinates as shown in Table 42 wherein the tabular computed t-stat value is higher than the t critical value, 2.55 and 1.65, respectively.

The directing function of UEP executives includes guiding, supervising, and helping subordinates with his/her problems; establishing proper communication between himself/herself and his/her subordinates;

motivating the members of his staff to work with zeal and confidence; supervising projects beyond the reach of vehicle or even in remote areas; encouraging subordinates to establish harmonious relationship among themselves, and also with their superiors; coordinating the functions and duties of the staff with the school, parents and students; seeing to it that people working with him are doing their jobs to the best of their abilities; initiating and encouraging group dynamics; and seeing that disagreements are settled in a peaceful manner.

**Table 42**

**t-Test of Two-Sample for the Expressed Satisfaction of Respondents on Directing Function of UEP Executives**

	Variable 1	Variable 2
Mean	55.37500000	50.28350515
Variance	40.76630435	90.45288713
Observation	24	194
Pooled Variance	85.16218619	
Hypothesized Mean Difference	0	
df	216	
t stat	2.549764949	
P (T<=t) one-tail	0.005736287	
t Critical one-tail	1.651937964	
P (T<=t) two-tail	0.011472574	
t Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

Likewise, Table 43 shows the results of t-distribution for the express satisfaction of executives and subordinates on the controlling function of UEP executives. This table shows that the computed t-stat value was

more than the t-critical value at 5 percent level of significance being 1.99 as against 1.65 for one-tail and 1.97 for two tail. Therefore the null hypothesis was again disconfirmed.

**Table 43**

**t-Test of Two-Sample for Express Satisfaction of Respondents  
on the Controlling Function of UEP Executives**

	Variable 1	Variable 2
Mean	53.29166667	48.96391753
Variance	63.25905797	105.6100903
Observations	24	194
Pooled Variance	101.1004896	
Hypothesized Mean Difference	0	
df	216	
t stat	1.989132386	
P (T<=t) one-tail	0.023974193	
t Critical one-tail	1.651937964	
P (T<=t) two-tail	0.047948387	
t Critical two-tail	1.971006895	
Decision	Rejects H <sub>0</sub>	

**Extent of associations between socio-economic profile and the practice of leadership styles.** There is no significant relationship between the extent to which UEP executives practice the different leadership styles along the four management functions to their age and sex, civil status, educational attainment, academic rank, administrative experience, in-service training, performance rating, and monthly income.

The socio-economic profile as correlated with the leadership styles and management behaviors of the UEP executives using the Pearson r simple correlation coefficient for individual variables and Partial Correlation for the combined socio-economic variables.

The socio-economic variables age and sex, civil status, academic rank, educational attainment, administrative experience, training, performance rating, and monthly income, only three out of nine (9) were significantly associated with the leadership styles and management behaviors of UEP executives. These three variables which affected significantly the executives leadership styles and management function were administrative experience, in-service training, and the monthly income of UEP executives (Table44).

**Relationship Between UEP Executives' Democratic Leadership Styles and their Socio-Economic Profile.**

The association between the executives' democratic styles and their socio-economic profile is revealed in Table 44 which showed that the in-service training of the executives had the highest correlation coefficient with -.641. It means that it has significant association with democratic leadership even at 0.01 level (2-tail). It was followed by the variables administrative experience with -.440 coefficient; and monthly income with -.439. Both had a significant level of correlation at 0.05 level.

**Table 44**

**Relationship Between the UEP Executives' Democratic  
Leadership and their Socio-Economic Profile**

Socio-economic Profile	Democratic Styles Pearson r Coefficient	Significance 2-tail
Age	-.142	.507
Sex	.075	.727
Civil status	.169	.430
Academic rank	-.364	.80
Educational attainment	-.141	.511
Administrative experience	-.440 *	.031
Performance rating	-	-
In-service rating	-.641**	.001
Monthly income	-.439 *	.032

\* significant at 0.05 level (2-tail)

\*\* significant at 0.01 level (2-tail)

**Relation Between the UEP Executives' Leadership  
Styles on Consideration Structure and their  
Socio-Economic Profile**

Table 45 shows the relationship between the socio-economic profile and Consideration Structure of Leadership of UEP executives. In-service training had the highest correlation coefficient being -.641. This is significant even at 0.01 level (2-tail). The monthly income of UEP executives is also significantly correlated with Consideration Structure of leadership with a coefficient of -.512; and administrative experience with -.439 coefficient, significantly correlated at 5 percent level of significance.

**Table 45**

**Relationship Between UEP Executives' Consideration  
Structure and their Socio-Economic Profile**

Socio-economic Profile	Consideration Structure Pearson r Coefficient	Significance 2-tail
Age	-.164	.445
Sex	.029	.891
Civil status	.144	.502
Academic rank	-.397	.055
Educational attainment	-.216	.310
Administrative experience	-.439 *	.032
Performance rating	-	-
In-service rating	-.641**	.001
Monthly income	-.512 *	.011

\* significant at 0.05 level (2-tail)

\*\* significant at 0.01 level (2-tail)

**Relationship Between UEP Executives' Leadership  
on Initiating Structure and their Socio-  
Economic Profile**

In-service training, monthly income, and administrative experience of UEP executives were the three socio-economic variables which were significantly associated with the initiating structure of leadership of UEP executives. In-service training is significantly related to leadership styles being -.638 at 0.01 level (2-tail). Administrative experience, and monthly income are also significantly related at 0.05 level being -.439 and .406, respectively (table 46).

**Table 46**

**Relationship Between the UEP Executives' Initiating  
Structure and their Socio-Economic Profile**

Socio-economic Profile	Initiating Structure Pearson r Coefficient	Significance 2-tail
Age	-.146	.496
Sex	.053	.806
Civil status	.167	.436
Academic rank	-.361	.083
Educational attainment	-.152	.499
Administrative experience	-.439 *	.032
Performance rating	-	-
In-service rating	-.638**	.001
Monthly income	-.406 *	.049

\* significant at 0.05 level (2-tail)

\*\* significant at 0.01 level (2-tail)

**Relationship Between UEP Executives'  
Socio-Economic Profile and the Extent  
of Management Function**

The same socio-economic variables were also correlated to the planning, organizing, directing, and controlling functions of UEP executives. The results revealed that only three socio-economic variables in-service training; administrative experience; and monthly income of executives were significantly associated with the management functions. Other socio-economic variables had no such relationship.

**Relationship Between Socio-Economic  
Profile and Planning Function of UEP  
Executives**

In service training was significantly related with the planning function of UEP executives even at 0.01 level of significance with -.637 correlation coefficient. Monthly income, and administrative experience were also related to UEP executives planning function with .428 and -.449 coefficient, respectively (Table 47).

**Table 47**

**Relationship Between Socio-Economic Profile and  
the Planning Function of UEP Executives**

Socio-economic Profile	Planning Function Pearson r Coefficient	Significance 2-tail
Age	-.145	.500
Sex	.061	.777
Civil status	.156	.466
Academic rank	-.354	.090
Educational attainment	-.160	.456
Administrative experience	-.449 *	.028
Performance rating	-	-
In-service rating	-.637**	.001
Monthly income	-.428 *	.037

\* significant at 0.05 level (2-tail)

\*\* significant at 0.01 level (2-tail)



**Relationship Between Socio-Economic Profile  
and Organizing Function of UEP Executives**

Again, in-service training had the highest level of association with the organizing function of UEP executives with -.629 coefficient. This is significant even at 0.01 level. Administrative experience; and monthly income were also significantly related to the organizing function of UEP executives, -.431 and .416 (Table 48).

**Table 48**

**Relationship Between Socio-Economic Profile and  
Organizing Function of UEP Executives**

Socio-economic Profile	Organizing Function Pearson r Coefficient	Significance 2-tail
Age	-.097	.653
Sex	.086	.691
Civil status	.161	.452
Academic rank	-.361	.083
Educational attainment	-.129	.547
Administrative experience	-.431 *	.036
Performance rating	-	-
In-service rating	-.629**	.001
Monthly income	-.416 *	.043

\* significant at 0.05 level (2-tail)

\*\* significant at 0.01 level (2-tail)

**Relationship Between Socio-Economic Profile  
and Directing Function of UEP Executives**

The same three (3) socio-economic variables: in-service training; administrative experience; and monthly income had significant relationships with the UEP executives directing function. In-service training had a correlation coefficient of -.643 which is significant at 0.01 level. Administrative experience; and monthly income had -.456 and .455 coefficient, respectively, significant at 0.05 level (Table 49).

**Table 49**

**Relationship Between Socio-Economic Profile and  
Directing Function of UEP Executives**

Socio-economic Profile	Directing Function Pearson r Coefficient	Significance 2-tail
Age	-.180	.400
Sex	.040	.852
Civil status	.154	.472
Academic rank	-.381	.066
Educational attainment	-.180	.401
Administrative experience	-.456 *	.025
Performance rating	-	-
In-service rating	-.643**	.001
Monthly income	-.455 *	.026

\* significant at 0.05 level (2-tail)

\*\* significant at 0.01 level (2-tail)

**Relationship Between Socio-Economic Profile and  
Controlling Function of UEP Executives**

Only two (2) socio-economic variables, in-service training; and monthly income had a significant relationship with the UEP executives' controlling function. In-service training with -.665 coefficient was significantly associated with the executives' controlling function even at 0.01 level, while monthly income was associated only with the controlling function at 0.05 level of significance (Table 50).

**Table 50**

**Relationship Between Socio-Economic Profile and Controlling  
Function of UEP Executives**

Socio-Economic Profile	Controlling Function Pearson r Coefficient	Significance 2-tail
Age	-.119	.579
Sex	.062	.775
Civil status	.180	.401
Academic rank	-.338	.107
Educational attainment	-.099	.644
Administrative experience	-.053	.807
Performance rating	-	-
In-service rating	-.665**	.001
Monthly income	-.392 *	.058

\* significant at 0.05 level (2-tail)

\*\* significant at 0.01 level (2-tail)

### **Partial Correlation**

The executives' in-service training and their academic rank, one of which was held constant, had a 0.4448 partial correlation coefficient; income and age had 0.4135 correlation coefficient. These connote that when these variables were taken as one they were significantly associated with UEP democratic leadership styles (see appendix tables). The variables showing a highly significant association with leaders democratic styles were: educational attainment and academic rank with 0.6025 coefficient; administrative experience and sex with -.4576 coefficient; and in-service training and monthly income with 0.5585 coefficient at 21 df.

The paired variables having a significant association with the Consideration Structure of UEP executives at 5 percent level were: in-service training and academic rank with 0.4197; and in-service training paired with educational attainment with 0.4493. Meanwhile, education and academic rank having a 0.5814 correlation coefficient; administrative experience and sex with -.4731; education and monthly income, 0.6552 proved to have a highly significant level at one percent level of correlation.

With regard to the association between the socio-economic profile and initiating structure of UEP executives, in-service training and academic rank with 0.4471 correlation coefficient at 21 df; in-service training and education with 0.4934 coefficient; sex and administrative experience, -.4583 were significant at 5 percent level. Whereas, education and academic rank with 0.5517; monthly income and academic rank with

0.8618; monthly income and education, 0.6661; and training and monthly income with 0.5730 coefficient were significant at 1 percent level with a df of 21. Executives' in-service training and academic rank with 0.4523; training and education, 0.4874; and administrative experience and sex with -.4523 were significantly related to the executives' organizing behavior at 5 percent level of significance. Those paired variables that were highly significant at one percent level were: education and academic rank with 0.5945; monthly income and academic rank, 0.8618 coefficient.

In-service training and academic rank being 0.4330; in service training and education with 0.4737; and administrative experience and sex with -.4664 coefficient had a significant relationship with the directing function of UEP executives.

Same table (appendix) shows a significant relationship between the UEP executives' age and monthly income with 0.4200; in-service training and academic rank with 0.4651 coefficient; and administrative experience and sex with -.4576 coefficient had also significantly associated with the UEP executives controlling' function (see appendix tables on Partial Correlation).

## Chapter 5

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter summarizes the findings and presents the conclusions and recommendations based on the analysis of the results of the study with the end-in-view of providing the executives with benchmark data or information for improving the UEP administration.

#### **Summary of Findings**

The following were the major findings of this study:

1. The age profile of UEP executives ranged from 30 to 63 years old with an average of 52.29 years. Seventy-five percent of them were males. Except one widow, they were all married. Fifty percent were Ph. D. degree holders with an academic rank of full fledged professor. They all had very satisfactory (VS) performance rating with at least 5 regional, national and international training. Their average monthly income was P19,556.00. Only three (3) out of nine (9) socio-economic variables had a significant relationship with the UEP executives' leadership styles and management behaviors. These three (3) variables were: in-service training, administrative experience, and monthly income.

2. The leadership styles of UEP executives were perceived by the respondents to be moderately democratic which were also high in both consideration and initiating structures of leadership. In other words, they

were not conceited and demanding leaders but humanitarian and development-oriented.

3. The two groups of respondents, the executives and subordinates, however, had a different perception of the executives' management behaviors. The executives rated themselves very strong in all management functions, while the rating made by the subordinates for the executives was only strong.

4. For the entire 218 respondents, the most frequently practiced planning behavior by UEP executives was implementing policies and programs of the school with 4.67 rating, while the least frequently practiced was developing policies and action plans for the school.

5. The most frequently practiced organizing behavior of UEP executives was opens channel of communication with 4.34, while the least practiced behavior was the allocation of jobs and accommodation of personnel in the organization, having a 3.97 weighted rating.

6. For the directing function of UEP executives, the most frequently cited behavior was willingness to work well with 4.43 rating and the least practiced directing function was supervising even in remote places with a 4.13 rating.

7. The most frequently practiced controlling function of UEP executives was delegating authority and responsibility to somebody if necessary with a rating of 4.35. The least practiced was controlling the selection and assignment of personnel with a 3.97 rating only.

8. The first two null hypotheses: a) that there is no significant difference between the perception of UEP executives and their subordinates on the extent to which UEP executives practice the different leadership styles along the four management functions, and b) there is no significant difference between the expressed level of satisfaction of the UEP executives and that of the subordinates on the UEP executives' leadership styles along the four considered management functions were disconfirmed because the results of the computed t-stat values were higher than the t-critical values. There was a significant difference in the perception of executives and the subordinates of the UEP executives' leadership styles and management functions, and on the expressed level of satisfaction of both executives and subordinates with the UEP executives' leadership styles and management behaviors.

9. There were only three socio-economic variables which had direct bearings on the UEP executives' leadership styles and management functions. These are administrative experience, in service training, and monthly income of UEP executives. Other identified socio-economic variables such as age, sex, civil status, education, academic rank/position, and performance rating did not have a significant relationship with the UEP executives' leadership styles and management behaviors.

10. The UEP executives were confronted with so many administrative problems. They themselves identified these problems a) working with



limited facilities, b) slow purchasing and procurement of supplies and materials, c) uncooperativeness of some subordinates, d) political influence, and e) difficulty in internalizing work ethics and the value of service of some faculty members and other subordinates. However, according to them all these problems they encountered could be minimized through proper management.

### **Conclusions**

Based on the findings of the study, the following conclusions were drawn:

1. The UEP executives were rated strong or high by both the executive and subordinate-respondents on their democratic, consideration and initiating structures of leadership. The same rating was also given to the UEP executives for the management functions they exercised.

2. There is a significant difference in the perception of UEP executives and subordinates of the UEP executives' leadership styles and management functions. The UEP executives rated themselves higher than the rating given to them by their subordinates.

3. As indicated in the socio-economic profile of UEP executives like age, sex, civil status, education, academic rank, administrative experience, training, performance rating, and monthly income, the UEP executives were not only qualified but had the ability and skill to manage well their respective departments or units.

4. The expressed satisfaction of both groups of respondents with the UEP executives' leadership styles and management functions was very satisfactory;

5. The age, sex, civil status, educational attainment, academic rank/position, and performance rating of UEP executives turned out to have no effect on their leadership styles and management functions, but administrative experience; in-service training; and monthly income had.

6. The UEP executives encountered major problems in their exercise of their management functions. Such problems were working with limited resources; slow procurement of supplies and materials; uncooperativeness of some subordinates; apathy of some subordinates; political influences; misinterpretation of good intention by the subordinates; lack of time for supervision; and difficulty in internalizing work ethics.

### **Recommendations**

It has been said that there is no best way to be an effective leader at all times and in all circumstances. Some leadership theories made it clear that leadership is effective when the characteristics and behavior of the leader match the demand of the situation. The researcher, therefore, premises considered and guided by this principle, recommends the following for a more efficient leadership and management of an educational system like UEP:

1. UEP executives should continue and maintain their good status as democratic, humane, and production and development-oriented leaders. Despite limited resources in their respective units, they were able to win the trust and confidence of their subordinates, hence, their leadership styles and management functions were rated strong by the entire 218 respondents (24 UEP executives and 194 subordinates);

2. UEP executives should be more aware of the existing conditions as to the needs of the subordinates, tasks, nature of their respective offices or units, and even the surrounding social, economic, political, and cultural environment affecting UEP. They should be more knowledgeable of some leadership and management theories and apply them if necessary;

3. They should identify the roles expected of them by the subordinates such as being understanding, open minded, approachable, thoughtful, dynamic, strong and firm in their decision;

4. They should be updated with the educational, political, economic, cultural, and civic issues surrounding UEP as an institution of higher learning;

5. They should be self-motivated to have a strong drive for more responsibilities and tasks; vigor and persistence in the pursuit of their organizational goals. They should develop more self confidence and sense of personal identity, ready to absorb interpersonal stress and frustrations;

6. They should be more oriented with the institutional policies, rules and regulations of the institution or their respective departments or units;
7. They should strive more and improve their identified weak behaviors in planning, organizing, directing, and controlling;
8. The faculty and other subordinates on the other hand, should comply with the existing policies, rules and regulations and/or procedures of their respective departments/units;
9. More budget should be allotted to UEP to provide more school facilities and other school needs;
10. A follow-up of this study after 5 years.

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## **APPENDICES**

# APPENDIX TABLES

PARTIAL CORRELATION COEFFICIENTS - - - - -

Controlling for... DA

	AGE	SEX	STATUS	RANK	EDUCATIO	EXPERIEN	TRAINING	RATING	INCOME
AGE	1.0000 ( 0) P= .	-.1643 ( 21) P= .454	( 21) P= .	.4046 ( 21) P= .055	.0188 ( 21) P= .932	.2287 ( 21) P= .294	.1233 ( 21) P= .575	( 21) P= .	.4135 ( 21) P= .050
SEX	-.1643 ( 21) P= .454	1.0000 ( 0) P= .	( 21) P= .	.0487 ( 21) P= .826	.4130 ( 21) P= .050	-.4576 ( 21) P= .028	.0042 ( 21) P= .985	( 21) P= .	.0889 ( 21) P= .687
STATUS	( 21) P= .	( 21) P= .	1.0000 ( 0) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .
RANK	.4046 ( 21) P= .055	.0487 ( 21) P= .826	( 21) P= .	1.0000 ( 0) P= .	.6025 ( 21) P= .002	.1776 ( 21) P= .417	.4448 ( 21) P= .033	( 21) P= .	.8619 ( 21) P= .000
EDUCATIO	.0188 ( 21) P= .932	.4130 ( 21) P= .050	( 21) P= .	.0487 ( 21) P= .826	1.0000 ( 0) P= .	-.0007 ( 21) P= .998	.5029 ( 21) P= .014	( 21) P= .	.6748 ( 21) P= .000
EXPERIEN	.2287 ( 21) P= .294	-.4576 ( 21) P= .028	( 21) P= .	.1776 ( 21) P= .417	-.0007 ( 21) P= .998	1.0000 ( 0) P= .	.3548 ( 21) P= .097	( 21) P= .	.2265 ( 21) P= .299
TRAINING	.1233 ( 21) P= .575	.0042 ( 21) P= .985	( 21) P= .	.4448 ( 21) P= .033	.5029 ( 21) P= .014	.3548 ( 21) P= .097	1.0000 ( 0) P= .	( 21) P= .	.5585 ( 21) P= .006
RATING	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	1.0000 ( 0) P= .	( 21) P= .
INCOME	.4135 ( 21) P= .050	.0889 ( 21) P= .687	( 21) P= .	.8619 ( 21) P= .000	.6748 ( 21) P= .000	.2265 ( 21) P= .299	.5585 ( 21) P= .006	( 21) P= .	1.0000 ( 0) P= .

(Coefficient / (D.F.) / 2-tailed significance) " . " is printed if a coefficient cannot be computed

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Controlling for.. CON

	AGE	SEX	STATUS	RANK	EDUCATIO	EXPERIEN	TRAINING	RATING	INCOME
AGE	1.0000 ( 0) P= .	-.1631 ( 21) P= .457	. ( 21) P= .	.3975 ( 21) P= .060	.0032 ( 21) P= .988	.2185 ( 21) P= .317	.1039 ( 21) P= .637	. ( 21) P= .	.4080 ( 21) P= .053
SEX	-.1631 ( 21) P= .457	1.0000 ( 0) P= .	. ( 21) P= .	.0424 ( 21) P= .848	.4286 ( 21) P= .041	-.4731 ( 21) P= .023	-.0234 ( 21) P= .916	. ( 21) P= .	.0898 ( 21) P= .684
STATUS	. ( 21) P= .	. ( 21) P= .	1.0000 ( 0) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .
RANK	.3975 ( 21) P= .060	.0424 ( 21) P= .848	. ( 21) P= .	1.0000 ( 0) P= .	.5814 ( 21) P= .004	.1626 ( 21) P= .458	.4197 ( 21) P= .046	. ( 21) P= .	.8591 ( 21) P= .000
EDUCATIO	.0032 ( 21) P= .988	.4286 ( 21) P= .041	. ( 21) P= .	.5814 ( 21) P= .004	1.0000 ( 0) P= .	-.0400 ( 21) P= .856	.4493 ( 21) P= .031	. ( 21) P= .	.6552 ( 21) P= .001
EXPERIEN	.2185 ( 21) P= .317	-.4731 ( 21) P= .023	. ( 21) P= .	.1626 ( 21) P= .458	-.0400 ( 21) P= .856	1.0000 ( 0) P= .	.3517 ( 21) P= .100	. ( 21) P= .	.1991 ( 21) P= .362
TRAINING	.1039 ( 21) P= .637	-.0234 ( 21) P= .916	. ( 21) P= .	.4197 ( 21) P= .046	.4493 ( 21) P= .031	.3517 ( 21) P= .100	1.0000 ( 0) P= .	. ( 21) P= .	.5166 ( 21) P= .012
RATING	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	1.0000 ( 0) P= .	1.0000 ( 0) P= .	. ( 21) P= .
INCOME	.4080 ( 21) P= .053	.0898 ( 21) P= .684	. ( 21) P= .	.8591 ( 21) P= .000	.6552 ( 21) P= .001	.1991 ( 21) P= .362	.5166 ( 21) P= .012	. ( 21) P= .	1.0000 ( 0) P= .

(Coefficient / (D.F.) / 2-tailed Significance)

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Controlling for.. INIT

	AGE	SEX	STATUS	RANK	EDUCATIO	EXPERIEN	TRAINING	RATING	INCOME
AGE	1.0000 ( 0) P= .	-.1635 ( 21) P= .456	. ( 21) P= .	.4034 ( 21) P= .056	.0167 ( 21) P= .940	.2271 ( 21) P= .297	.1207 ( 21) P= .583	. ( 21) P= .	.4107 ( 21) P= .052
SEX	-.1635 ( 21) P= .456	1.0000 ( 0) P= .	. ( 21) P= .	.0469 ( 21) P= .832	.4166 ( 21) P= .048	-.4583 ( 21) P= .028	.0014 ( 21) P= .995	. ( 21) P= .	.0792 ( 21) P= .720
STATUS	. ( 21) P= .	. ( 21) P= .	1.0000 ( 0) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .
RANK	.4034 ( 21) P= .056	.0469 ( 21) P= .832	. ( 21) P= .	1.0000 ( 0) P= .	.5989 ( 21) P= .003	.1796 ( 21) P= .412	.4471 ( 21) P= .032	. ( 21) P= .	.8618 ( 21) P= .000
EDUCATIO	.0167 ( 21) P= .940	.4166 ( 21) P= .048	. ( 21) P= .	.5989 ( 21) P= .003	1.0000 ( 0) P= .	-.0061 ( 21) P= .978	.4934 ( 21) P= .017	. ( 21) P= .	.6661 ( 21) P= .001
EXPERIEN	.2271 ( 21) P= .297	-.4583 ( 21) P= .028	. ( 21) P= .	.1796 ( 21) P= .412	-.0061 ( 21) P= .978	1.0000 ( 0) P= .	.3569 ( 21) P= .095	. ( 21) P= .	.2375 ( 21) P= .275
TRAINING	.1207 ( 21) P= .583	.0014 ( 21) P= .995	. ( 21) P= .	.4471 ( 21) P= .032	.4934 ( 21) P= .017	.3569 ( 21) P= .095	1.0000 ( 0) P= .	. ( 21) P= .	.5730 ( 21) P= .004
RATING	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	1.0000 ( 0) P= .	. ( 21) P= .
INCOME	.4107 ( 21) P= .052	.0792 ( 21) P= .720	. ( 21) P= .	.8618 ( 21) P= .000	.6661 ( 21) P= .001	.2375 ( 21) P= .275	.5730 ( 21) P= .004	. ( 21) P= .	1.0000 ( 0) P= .

(Coefficient / (D.F.) / 2-tailed Significance)

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	AGE	SEX	STATUS	RANK	EDUCATIO	EXPERIEN	TRAINING	RATING	INCOME
AGE	1.0000 ( 0) P= .	-.1636 ( 21) P= .456	( 21) P= .	.4038 ( 21) P= .056	.0158 ( 21) P= .943	.2274 ( 21) P= .297	.1218 ( 21) P= .580	( 21) P= .	.4115 ( 21) P= .051
SEX	-.1636 ( 21) P= .456	1.0000 ( 0) P= .	( 21) P= .	.0454 ( 21) P= .837	.4203 ( 21) P= .046	-.4565 ( 21) P= .029	.0036 ( 21) P= .987	( 21) P= .	.0829 ( 21) P= .707
STATUS	( 21) P= .	( 21) P= .	1.0000 ( 0) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .
RANK	.4038 ( 21) P= .056	.0454 ( 21) P= .837	( 21) P= .	1.0000 ( 0) P= .	.5960 ( 21) P= .003	.1801 ( 21) P= .411	.4523 ( 21) P= .030	( 21) P= .	.8630 ( 21) P= .000
EDUCATIO	.0158 ( 21) P= .943	.4203 ( 21) P= .046	( 21) P= .	.5960 ( 21) P= .003	1.0000 ( 0) P= .	-.0120 ( 21) P= .957	.4874 ( 21) P= .018	( 21) P= .	.6643 ( 21) P= .001
EXPERIEN	.2274 ( 21) P= .297	-.4565 ( 21) P= .029	( 21) P= .	.1801 ( 21) P= .411	1.0000 ( 0) P= .	1.0000 ( 0) P= .	.3501 ( 21) P= .101	( 21) P= .	.2310 ( 21) P= .289
TRAINING	.1218 ( 21) P= .580	.0036 ( 21) P= .987	( 21) P= .	.4523 ( 21) P= .030	.4874 ( 21) P= .018	1.0000 ( 0) P= .	1.0000 ( 0) P= .	( 21) P= .	.5692 ( 21) P= .005
RATING	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	( 21) P= .	1.0000 ( 0) P= .	( 0) P= .	( 21) P= .
INCOME	.4115 ( 21) P= .051	.0829 ( 21) P= .707	( 21) P= .	.8630 ( 21) P= .000	.6643 ( 21) P= .001	.2310 ( 21) P= .289	.5692 ( 21) P= .005	( 21) P= .	1.0000 ( 0) P= .

(Coefficient. / (D.F.) / 2-tailed Significance)

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Controlling for..      ORG

	AGE	SEX	STATUS	RANK	EDUCATIO	EXPERIEN	TRAINING	RATING	INCOME
AGE	1.0000 ( 0) P= .	-.1767 ( 21) P= .420	. ( 21) P= .	.4201 ( 21) P= .046	.0263 ( 21) P= .905	.2509 ( 21) P= .248	.1604 ( 21) P= .465	. ( 21) P= .	.4308 ( 21) P= .040
SEX	-.1767 ( 21) P= .420	1.0000 ( 0) P= .	. ( 21) P= .	.0542 ( 21) P= .806	.4132 ( 21) P= .050	-.4523 ( 21) P= .030	.0130 ( 21) P= .953	. ( 21) P= .	.0868 ( 21) P= .694
STATUS	. ( 21) P= .	. ( 21) P= .	1.0000 ( 0) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .
RANK	.4201 ( 21) P= .046	.0542 ( 21) P= .806	. ( 21) P= .	1.0000 ( 0) P= .	.6057 ( 21) P= .002	.1827 ( 21) P= .404	.4476 ( 21) P= .032	. ( 21) P= .	.8618 ( 21) P= .000
EDUCATIO	.0263 ( 21) P= .905	.4132 ( 21) P= .050	. ( 21) P= .	.6057 ( 21) P= .002	1.0000 ( 0) P= .	.0068 ( 21) P= .975	.5073 ( 21) P= .013	. ( 21) P= .	.6737 ( 21) P= .000
EXPERIEN	.2509 ( 21) P= .248	-.4523 ( 21) P= .030	. ( 21) P= .	.1827 ( 21) P= .404	.0068 ( 21) P= .975	1.0000 ( 0) P= .	.3654 ( 21) P= .086	. ( 21) P= .	.2424 ( 21) P= .265
TRAINING	.1604 ( 21) P= .465	.0130 ( 21) P= .953	. ( 21) P= .	.4476 ( 21) P= .032	.5073 ( 21) P= .013	.3654 ( 21) P= .086	1.0000 ( 0) P= .	. ( 21) P= .	.5751 ( 21) P= .004
RATING	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	1.0000 ( 0) P= .	1.0000 ( 0) P= .	. ( 21) P= .
INCOME	.4308 ( 21) P= .040	.040 ( 21) P= .694	. ( 21) P= .	.8618 ( 21) P= .000	.6737 ( 21) P= .000	.2424 ( 21) P= .265	.5751 ( 21) P= .004	. ( 21) P= .	1.0000 ( 0) P= .

(Coefficient / (D.F.) / 2-tailed Significance)      " . " is printed if a coefficient cannot be computed

Partial Corr



PARTIAL CORRELATION COEFFICIENTS

Controlling for.. DIR

	AGE	SEX	STATUS	RANK	EDUCATIO	EXPERIEN	TRAINING	RATING	INCOME
AGE	.10000 (.21) P=.474	-.1571 (.21) P=.474	. (.21) P=.	.3918 (.21) P=.064	.0063 (.21) P=.977	.2092 (.21) P=.338	.0921 (.21) P=.676	. (.21) P=.	.3976 (.21) P=.060
SEX	-.1571 (.21) P=.474	1.0000 (.21) P=.	. (.21) P=.	.0441 (.21) P=.842	.4203 (.21) P=.046	-.4664 (.21) P=.025	-.0154 (.21) P=.945	. (.21) P=.	.0830 (.21) P=.707
STATUS	. (.21) P=.	. (.21) P=.	1.0000 (.21) P=.	. (.21) P=.	. (.21) P=.	. (.21) P=.	. (.21) P=.	. (.21) P=.	. (.21) P=.
RANK	.3918 (.21) P=.064	.0441 (.21) P=.842	. (.21) P=.	1.0000 (.21) P=.	.5918 (.21) P=.003	.1643 (.21) P=.454	.4330 (.21) P=.039	. (.21) P=.	.8598 (.21) P=.000
EDUCATIO	.0063 (.21) P=.977	.4203 (.21) P=.046	. (.21) P=.	.5918 (.21) P=.003	1.0000 (.21) P=.	-.0244 (.21) P=.912	.4737 (.21) P=.022	. (.21) P=.	.6627 (.21) P=.001
EXPERIEN	.2092 (.21) P=.338	-.4664 (.21) P=.025	. (.21) P=.	.1643 (.21) P=.454	1.0000 (.21) P=.	1.0000 (.21) P=.	.3433 (.21) P=.109	. (.21) P=.	.2110 (.21) P=.334
TRAINING	.0921 (.21) P=.676	-.0154 (.21) P=.945	. (.21) P=.	.4330 (.21) P=.039	.4737 (.21) P=.022	.3433 (.21) P=.109	1.0000 (.21) P=.	. (.21) P=.	.5466 (.21) P=.007
RATING	. (.21) P=.	. (.21) P=.	. (.21) P=.	. (.21) P=.	. (.21) P=.	. (.21) P=.	1.0000 (.21) P=.	. (.21) P=.	. (.21) P=.
INCOME	.3976 (.21) P=.060	.0830 (.21) P=.707	. (.21) P=.	.8598 (.21) P=.000	.6627 (.21) P=.001	.2110 (.21) P=.334	.5466 (.21) P=.007	. (.21) P=.	1.0000 (.21) P=.

(Coefficient / (D.F.) / 2-tailed Significance) " . " is printed if a coefficient cannot be computed

Partial Corr

Controlling for..      CONT

	AGE	SEX	STATUS	RANK	EDUCATIO	EXPERIEN	TRAINING	RATING	INCOME
AGE	1.0000 ( 0) P= .	-.1719 ( 21) P= .433	. ( 21) P= .	.4116 ( 21) P= .051	.0270 ( 21) P= .903	.2403 ( 21) P= .269	.1426 ( 21) P= .516	. ( 21) P= .	.4200 ( 21) P= .046
SEX	-.1719 ( 21) P= .433	1.0000 ( 0) P= .	. ( 21) P= .	.0348 ( 21) P= .875	.3954 ( 21) P= .062	-.4655 ( 21) P= .025	.0031 ( 21) P= .989	. ( 21) P= .	.0660 ( 21) P= .765
STATUS	. ( 21) P= .	. ( 21) P= .	1.0000 ( 0) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .
RANK	.4116 ( 21) P= .051	.0348 ( 21) P= .875	. ( 21) P= .	1.0000 ( 0) P= .	.6121 ( 21) P= .002	.2032 ( 21) P= .352	.4651 ( 21) P= .025	. ( 21) P= .	.8646 ( 21) P= .000
EDUCATIO	.0270 ( 21) P= .903	.3954 ( 21) P= .062	. ( 21) P= .	.6121 ( 21) P= .002	1.0000 ( 0) P= .	.0253 ( 21) P= .909	.5471 ( 21) P= .007	. ( 21) P= .	.6811 ( 21) P= .000
EXPERIEN	.2403 ( 21) P= .269	-.4655 ( 21) P= .025	. ( 21) P= .	.2032 ( 21) P= .352	.0253 ( 21) P= .909	1.0000 ( 0) P= .	.3825 ( 21) P= .072	. ( 21) P= .	.2621 ( 21) P= .227
TRAINING	.1426 ( 21) P= .516	.0031 ( 21) P= .989	. ( 21) P= .	.4651 ( 21) P= .025	.5471 ( 21) P= .007	.3825 ( 21) P= .072	1.0000 ( 0) P= .	. ( 21) P= .	.5893 ( 21) P= .003
RATING	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	. ( 21) P= .	1.0000 ( 0) P= .	. ( 21) P= .	. ( 21) P= .
INCOME	.4200 ( 21) P= .046	.0660 ( 21) P= .765	. ( 21) P= .	.8646 ( 21) P= .000	.6811 ( 21) P= .000	.2621 ( 21) P= .227	.5893 ( 21) P= .003	. ( 21) P= .	1.0000 ( 0) P= .

(Coefficient / (D.F.) / 2-tailed Significance)      " . " is printed if a coefficient cannot be computed

**APPENDIX A**

Republic of the Philippines  
**SAMAR STATE POLYTECHNIC COLLEGE**  
Catbalogan, Samar

June 20, 1998

The Dean  
Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

In my desire to start writing my graduate thesis, I have the honor to submit for approval one of the following research problems, preferably number one:

1. LEADERSHIP STYLES AND MANAGEMENT FUNCTIONS OF THE UNIVERSITY OF EASTERN PHILIPPINES (UEP) EXECUTIVES;
2. TEACHERS' COMPETENCIES; ITS RELATIONSHIP TO STUDENTS PERFORMANCE IN THE UNIVERSITY OF EASTERN PHILIPPINES;
3. COMPREHENSIVE AGRARIAN REFORM BENEFICIARIES OF CATARMAN, NORTHERN SAMAR: AN ASSESSMENT.

I hope for your consideration on this matter.

Very truly yours,

**(SGD.) JOSE E. VIVA, SR.**

Approved:

**(SGD.) RIZALINA M. URBIZTONDO, ED. D.**  
Dean, Graduate Studies



**APPENDIX C**

Republic of the Philippines  
**SAMAR STATE POLYTECHNIC COLLEGE**  
Catbalogan, Samar  
Graduate and Post-Graduate Studies

November 20, 1998

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I have the honor to apply for Pre-Oral Defense of my thesis entitled:  
**LEADERSHIP STYLES AND MANAGEMENT FUNCTIONS OF THE  
UNIVERSITY OF EASTERN PHILIPPINES (UEP) EXECUTIVES** on the  
date convenient to you and the panel members.

Anticipating your immediate action on this request.

Very truly yours,

**(SGD.) JOSE E. VIVA, SR.**  
Graduate Student

Recommending Approval:

**(SGD.) RIZALINA M. URBIZTONDO, Ed. D.**  
Adviser

Approved:

**(SGD.) RIZALINA M. URBIZTONDO, Ed. D.**  
Dean

Date of Pre-Oral Exam.: November 20, 1998

**APPENDIX D**

Republic of the Philippines  
**SAMAR STATE POLYTECHNIC COLLEGE**  
Catbalogan, Samar  
Graduate and Post-Graduate Studies

December 2, 1999

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I have the honor to apply for Final Defense of my thesis entitled:  
**LEADERSHIP STYLES AND MANAGEMENT FUNCTIONS OF THE  
UNIVERSITY OF EASTERN PHILIPPINES (UEP) EXECUTIVES** on the  
date convenient to you.

Very truly yours,

**(SGD.) JOSE E. VIVA, SR.**  
Graduate Student

Recommending approval:

**(SGD.) RIZALINA M. URBIZTONDO, ED. D.**  
Adviser

Approved:

**(SGD.) RIZALINA M. URBIZTONDO, Ed. D.**  
Dean

Date: December 2, 1999  
Time: 10:15 A.M.

**APPENDIX E**

Republic of the Philippines  
**UNIVERSITY OF EASTERN PHILIPPINES**  
University Town, Northern Samar

January 5, 1999

The President  
University of Eastern Philippines  
University Town, Northern Samar

Dear Sir:

The undersigned is conducting a study entitled **LEADERSHIP STYLES AND MANAGEMENT FUNCTIONS OF THE UNIVERSITY OF EASTERN PHILIPPINES (UEP) EXECUTIVES**, this university.

In view of this, your approval in the conduct of a survey among the selected executive-and-subordinate-respondents and some of the official documents relative to the respondents' personal profile are earnestly requested,

Thank you very much for your favorable action on this request.

Very truly yours,

**(SGD.) JOSE E. VIVA, SR.**  
Thesis student

Recommending Approval:

**(SGD.) RIZALINA M. URBIZTONDO, Ed. D.**  
Adviser

**(SGD.) RIZALINA M. URBIZTONDO, Ed. D.**  
Dean, Graduate School, SSPC

Approved:

**(SGD.) PEDRO D. DESTURA**

**A Survey Questionnaire to Appraise the Leadership Styles and Management Functions of UEP Executives.**

**QUESTIONNAIRE NO 1**  
**(For Subordinates Respondent)**

**PART 1 LEADERSHIP STYLES**  
**(Subject: \_\_\_\_\_)**

Department/Unit/College: \_\_\_\_\_ Name (Optional): \_\_\_\_\_

**Instruction.**

Opposite the items are five (5) choices from which you are to select only one which you believe most nearly expresses your perception on the subject executive leadership styles.

Please encircle or check one of the choices you deem adequate about the subject. Alternative 1 means NEVER; 2 means SELDOM; 3 means OCCASIONALLY; 4 means OFTEN; 5 means ALWAYS.

**A. Leadership Behavior on whether Democratic/autocratic**

**C h o i c e s**

	1	2	3	4	5
1. He involves the members of his staff in a decision making.					
2. He involves the members of his staff in policy and action. plan formulation.					
3. He trusts the views of his subordinates					
4. He shares his authority to others.					
5. He consults his subordinates his subordinates first whenever There are changes in their duties					
6. He opens channels of communication with his staff members.					
7. He is concern with the welfare and feeling of his staff.					
8. He encourages the use of uniform procedures.					
9. He does not decide on crucial matters without first consulting The group members.					
10. He gives freedom to his subordinates in doing their jobs					
11. He is not lord or master but a cooperative group member					



	1	2	3	4	5
12. He is aware that he is responsible to the group and that group welfare is above his personal interest					
13. He is willing to explain his action and can compromise his Point.					
14. For routine jobs he allows his subordinates to make their own decision					
15. He communicates his plans and decision to others.					
16. He is friendly and appreciable					
17. He keeps the group working as a team					
18. He encourages initiative in the group members.					

### B. Consideration Structure.

	1	2	3	4	5
1. He is friendly and approachable					
2. He puts group suggestions into operation					
3. He is easy to understand					
4. He treats group members his equal					
5. He gives advance notice of change					
6. He is willing to make decision					
7. He does little for the group					
8. He acts without consulting the group					
9. He looks out for the welfare of the group					
10. He does personal favor for the group					
11. He keeps the group informed					
12. He gets the group's approval on important matters before going ahead.					

**C. Initiating Structure.**

	1	2	3	4	5
1. He schedules the work to be done					
2. He encourages the use of uniform procedures					
3. He asks the members to follow standard rules & regulations					
4. He tries out his ideas in the group					
5. He makes his attitude clear to the group					
6. He makes sure his part is understood by the group					
7. He decides what shall be done & how it shall be done					
8. He maintains definite standard of performance					
9. He lets group members know what is expected of them.					
10. He assigns group members to a particular task					
11. He rules with iron hand					
12. He speaks in a manner not to be questioned.					

**PART 2 -- MANAGEMENT BEHAVIOR****Instruction.**

Please indicate your perception on how often the UEP executive does what is described by the following situations. Please check one of the five choices you deem adequate about their management behavior. 1 means NEVER; 2 for SELDOM; 3 for OCCASIONALLY; 4 for OFTEN; and 5 for ALWAYS. Same values are also assigned for your express satisfaction out of their management behaviors. 1 for UNSATISFACTORY; 2 for FAIR; 3 for SATISFACTORY; 4 means VERY SATISFACTORY; and 5 for OUTSTANDING.

**Questions relative to Planning.**

	1	2	3	4	5
1. He develops policies and/or action plans for his units					
2. He observes and implements policies and/or program					
3. He sets objectives for improvement					

	1	2	3	4	5
4. He works for and accomplishes his targets.					
5. He provides flexible plans for action					
6. He knows the function performed by his subordinates					
7. He provides equal treatment among the members of the group					
8. He knows the procedures by which problems are studied					
9. He keeps records of completed task of a person working with him.					
10. He keeps the necessary action and assume responsibility in the accomplishment of the task.					
11. He gathers and analyzes information.					
12. He communicates plans and decision.					

### Relative to Organizing.

	1	2	3	4	5
1. He organizes committees that will do certain tasks and provides coordination of activities among them.					
2. He works to provide and maintain funds and facilities.					
3. He divides the works into a manageable unit and personnel who fit the jobs.					
4. He provides a cooperative task that lead to have a closer tie-up between the superior, and subordinates.					
5. He allocates jobs and accommodates personnel in the org.					
6. He structures the machinery of the organization.					
7. He does not neglect the other members of the group.					
8. He follows certain criteria in organizing the group.					
9. He selects, trains, and informs his staff and obtain resources					
10. He opens channels of communication within the group.					
11. He establishes the structure of authority, responsibility and machinery					
12. He keeps the group working as a team					

**Relative to Directing**

1 2 3 4 5

1. He guides, supervises, and help subordinates with problems.					
2. He establishes proper communication between himself and his subordinates.					
3. He motivates the members of his staff to work with zeal and confidence.					
4. He supervises projects even beyond the reach of vehicle or in the remote area.					
5. He encourages the subordinates to establish harmonious relationship between themselves and the subordinates.					
6. He is willing to work well.					
7. He coordinates the functions and duties of the staff with The school and parents of the students.					
8. He sees to it that people working with him are doing their jobs to the best of their abilities.					
9. He initiates and encourages group dynamics.					
10. He puts emphasis on what is right rather than who is right.					
11. He assigns and distributes work equitably.					
12. He sees to it that disagreement are settled in a peaceful manner.					

**Relative to Controlling**

1 2 3 4 5

1. He evaluates the performance of his subordinates.					
2. He sees to it that target objectives are achieved.					
3. He believes in the potentialities of his staff.					
4. He recommends for awards and promotion of the deserving members of the group.					
5. He gives incentives for good performance.					
6. He is competent and firm in his decision.					
7. He monitors the activities of the organization whether they conform to the goals and objectives of the organization.					
8. He gives a fair rating to his subordinates.					
9. He identifies errors and weakness in order to correct them.					
10. He makes rules and standard in the accomplishment of the objectives/targets.					
11. He controls the selection and assignment of personnel					
12. He delegates authority and responsibility to somebody if necessary.					

**QUESTIONNAIRE 2**  
(For Executives Respondents)

**PART 1 LEADERSHIP STYLES**

(Subject: \_\_\_\_\_)

Department/Unit/College: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

Civil status: \_\_\_\_\_

Educational Attainment: \_\_\_\_\_

Academic rank: \_\_\_\_\_

Length of Adm. service: \_\_\_\_\_

Performance rating: \_\_\_\_\_

In-service training: \_\_\_\_\_

Monthly salary: \_\_\_\_\_

**Instruction.**

Opposite the items are five (5) choices from which you are to select only one which you believe most nearly expresses your perception on the subject executive leadership styles.

Please encircle or check one of the choices you deem adequate about the subject. Alternative 1 means NEVER; 2 means SELDOM; 3 means OCCASIONALLY; 4 means OFTEN; 5 means ALWAYS.

**A. Leadership Behavior on whether Democratic/autocratic**

**C h o i c e s**

1    2    3    4    5

1. He involves the members of his staff in a decision making.					
5. He involves the members of his staff in policy and action plan formulation.					
3. He trusts the views of his subordinates					
4. He shares his authority to others.					
8. He consults his subordinates his subordinates first whenever There are changes in their duties					
6. He opens channels of communication with his staff members.					
7. He is concern with the welfare and feeling of his staff.					
8. He encourages the use of uniform procedures.					
9. He does not decide on crucial matters without first consulting the group members.					
10. He gives freedom to his subordinates in doing their jobs					

	1	2	3	4	5
11. He is not lord or master but a cooperative group member					
12. He is aware that he is responsible to the group and that the group welfare is above his personal interest					
15. He is willing to explain his action and can compromise his Point.					
16. For routine jobs he allows his subordinates to make their own decision					
15. He communicates his plans and decision to others.					
16. He is friendly and appreciable					
17. He keeps the group working as a team					
18. He encourages initiative in the group members.					

### B. Consideration Structure.

	1	2	3	4	5
1. He is friendly and approachable					
2. He puts group suggestions into operation					
3. He is easy to understand					
4. He treats group members his equal					
5. He gives advance notice of change					
6. He is willing to make decision					
7. He does little for the group					
8. He acts without consulting the group					
9. He looks out for the welfare of the group					
10. He does personal favor for the group					
11. He keeps the group informed					
12. He gets the group's approval on important matters before going ahead.					

### B. Initiating Structure.

	1	2	3	4	5
1. He schedules the work to be done					
2. He encourages the use of uniform procedures					
3. He asks the members to follow standard rules & regulations					
4. He tries out his ideas in the group					

5. He makes his attitude clear to the group					
6. He makes sure his part is understood by the group					
7. He decides what shall be done & how it shall be done					
8. He maintains definite standard of performance					
9. He lets group members know what is expected of them.					
10. He assigns group members to a particular task					
11. He rules with iron hand					
12. He speaks in a manner not to be questioned.					

## PART 2 – MANAGEMENT BEHAVIOR

### Instruction.

Please indicate your perception on how often the UEP executive does what is described by the following situations. Please check one of the five choices you deem adequate about their management behavior. 1 means NEVER; 2 for SELDOM; 3 for OCCASIONALLY; 4 for OFTEN; and 5 for ALWAYS. Same values are also assigned for your express satisfaction out of their management behaviors. 1 for UNSATISFACTORY; 2 for FAIR; 3 for SATISFACTORY; 4 means VERY SATISFACTORY; and 5 for OUTSTANDING.

### Questions relative to Planning.

1    2    3    4    5

1. He develops policies and/or action plans for his units					
2. He observes and implements policies and/or program					
3. He sets objectives for improvement					
4. He works for and accomplishes his targets.					
5. He provides flexible plans for action					
6. He knows the function performed by his subordinates					
7. He provides equal treatment among the members of the group					
8. He knows the procedures by which problems are studied					
9. He keeps records of completed task of a person working					

with him.					
10. He keeps the necessary action and assume responsibility in the accomplishment of the task.					
11. He gathers and analyzes information.					
12. He communicates plans and decision.					

### Relative to Organizing.

1 2 3 4 5

1. He organizes committees that will do certain tasks and provides coordination of activities among them.					
2. He works to provide and maintain funds and facilities.					
6. He divides the works into a manageable unit and personnel who fit the jobs.					
7. He provides a cooperative task that lead to have a closer tie-up between the superior and subordinates.					
5. He allocates jobs and accommodates personnel in the org.					
6. He structures the machinery of the organization.					
7. He does not neglect the other members of the group.					
8. He follows certain criteria in organizing the group.					
9. He selects, trains, and informs his staff and obtain resources					
10. He opens channels of communication within the group.					
11. He establishes the structure of authority, responsibility and machinery					
12. He keeps the group working as a team.					

### Relative to Directing

1 2 3 4 5

1. He guides, supervises, and help subordinates with problems.					
2. He establishes proper communication between himself and his subordinates					
3. He motivates the members of his staff to work with zeal and confidence.					
4. He supervises projects even beyond the reach of vehicle or in the remote area.					



	1	2	3	4	5
5. He encourages the subordinates to establish harmonious Relationship between themselves and the subordinates.					
6. He is willing to work well.					
7. He coordinates the functions and duties of the staff with The school and parents of the students.					
8. He sees to it that people working with him are doing their Jobs to the best of their abilities					
9. He initiates and encourages group dynamics					
10. He puts emphasis on what is right rather than who is right.					
11. He assigns and distributes work equitably.					
12. He sees to it that disagreement are settled in a peaceful Manner.					

### Relative to Controlling

	1	2	3	4	5
1. He evaluates the performance of his subordinates.					
2. He sees to it that target objectives are achieved.					
3. He believes in the potentialities of his staff.					
4. He recommends for awards and promotion of the deserving members of the group.					
5. He gives incentives for good performance.					
6. He is competent and firm in his decision.					
7. He monitors the activities of the organization whether they conform to the goals and objectives of the organization.					
8. He gives a fair rating to his subordinates.					
9. He identifies errors and weakness in order to correct them.					
10. He makes rules and standard in the accomplishment of the Objectives/targets.					
11. He controls the selection and assignment of personnel					
12. He delegates authority and responsibility to somebody if Necessary.					

### **PART 3 - ADMINISTRATIVE PROBLEMS**

Please check or encircle as many problems you have encountered in the exercise of your management functions.

1. Limited educational facilities.
  2. Political influences
  3. Apathy of some teachers and subordinates.
  4. Uncooperativeness of some subordinates
  5. Misinterpretation of good intention by the subordinates
  6. Lack of time for supervision
  7. Slow in the procurement of supplies and materials
  8. Others (please specify) \_\_\_\_\_
- \_\_\_\_\_

**Please give your suggested solution to these problems.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## **CURRICULUM VITAE**

## **CURRICULUM VITAE**

Name: Jose E. Viva, Sr.

Date of Birth: September 5, 1954

Place of Birth: Lavezares, Northern Samar

Civil Status: Married

### **EDUCATIONAL ATTAINMENT**

Elementary: Enriqueta Elementary School

Secondary: University Laboratory High School, UEP  
University Town, Northern Samar

College: Bachelor of Science in Agriculture (BSA)  
University of Eastern Philippines (UEP)  
University Town, Northern Samar

Post-Graduate: Bachelor of Laws (LLB)  
College of Law, UEP  
University Town, Northern Samar

### **CIVIL SERVICE ELIGIBILITY**

Professional Board Examination for Teachers (PBET) now (LET) - 1991

Career Service Professional ..... 1978

### **PROFESSIONAL EXPERIENCE**

Agricultural Technologist ..... 1976

Secondary School Teacher ..... 1977

College Instructor ..... 1978 - 1997

College Guidance Counselor ..... 1993 - 1999

Asst. Professor ..... 1997 - present

### **PROFESSIONAL ORGANIZATION**

Philippine Association of Graduate Education  
UEP Faculty Union

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