

MOTIVATIONAL STYLES OF SCHOOL PRINCIPALS: THEIR
IMPLICATIONS TO THE DEVELOPMENT OF
EFFECTIVE ELEMENTARY SCHOOLS

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APPROVAL SHEET


In partial fulfillment of the requirements for the degree, MASTER OF ARTS IN EDUCATION major in *Administration and Supervision*, this thesis entitled "MOTIVATIONAL STYLES OF SCHOOL PRINCIPALS: THEIR IMPLICATION TO THE DEVELOPMENT OF EFFECTIVE ELEMENTARY SCHOOLS", was prepared and submitted by GIL DAGOHOY APOLINARIO who having passed the comprehensive examination with a rating of **PASSED**, is hereby recommended for oral examination.

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DEDICATION

To my one and only FELY,
To our collection of jewelry,
 Junjie, Gillan, and Gelene,
 Genil, Gener and Genesis,
To my parents and brothers,
Other relatives and friends,
To my countless supporters
 throughout my crucial moments,
This thesis is truly dedicated,
For their joy and success ahead.

ABSTRACT

This study attempted to assess the motivational styles of school principals and their implications to the development of effective elementary schools in Samar. As to the executive style, this was assessed by the principals to be “often practiced” by the principals which obtained weighted means of 3.43 from the principals and 2.91 from the teachers. For the developer style of motivation, the principals assessed themselves to have “often practiced” this style while the teachers considered the principals to have “moderately practiced” developer styles as evidenced by the obtained weighted means of 3.61 and 3.28 respectively. As revealed by the responses given by the principals themselves and teachers, it can be said that the elementary school principals in Samar Division employed varied motivational styles, with deserter style as the least used. This is indicative of the ability of the school principals to be able to shift from one motivational style to another as called for by the situation they were in. For the recommendation, there is a need to further reinforce the desire of principals to pursue professional advancement to enhance their administrative and/or managerial skills. One way to do this is by granting them scholarships to enable them to finish their graduate and post-graduate courses. Food transportation as well as book allowances should be afforded to them as one way of giving them incentive for their good performance as principals.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

Motivation and management are regarded by many as synonymous, because when one tries to motivate, he performs the task of management, and when he manages, he necessarily motivates regardless of what style of motivation he employs. However, if one tries to manage but fails to motivate performance and services delivery, then he cannot manage. Management and motivation, therefore, should always go together in any organization. As enunciated by Drucker (1984: 306-307), "motivation is the flower of management."

What motivation then is needed to obtain peak performance? The answer usually given by administrators or managers is employee satisfaction, commonly called job satisfaction. But this is an almost meaningless concept. Even if it means something, job satisfaction would still not be a sufficient motivation to fulfill the needs of an agency or institution, because it is one-sided. A man may be satisfied with his job because he finds fulfillment in it, or his job permits him to get by. But he may still be dissatisfied because he is not contented with his current level of responsibility, or because he wants to try a better job, or he wants to improve his own work and that of his

group, or he wants to experience bigger challenges for a common good. This kind of dissatisfaction is the most valuable attitude any agency can possess in its employees, and the most real expression of pride in their job and their responsibility to their job.

Turban and Merideth (1985: 4-5) explained that responsibility, therefore, not job satisfaction, is the best motivation for it cannot be exchanged with money or any material commodity. Monetary rewards or incentives are, of course, important because they answer the immediate needs and problems of employees, but they work negatively for the employees and the manager. Material commodity motivates only where other factors have made the worker ready to assume responsibility.

According to the aforesaid authors, there are four good ways by which we can attempt to reach the goal of responsible[workforce, and they are: (1) careful placement, (2) high standard of performance, (3) providing the workers with necessary information to control themselves, and (4) providing opportunities for participation leading to managerial vision. Every manager is therefore responsible within his authority for motivating his subordinates to be responsible in motivating themselves.

Thus, in educational institutions particularly in the

elementary and high school, the key figure in management is the school principal. In most instances, the success of the principal depends greatly on his attitudes towards his superiors, his peers, his subordinates, his clients, and his style of motivation that go with the personal goals that are being pursued. Successful principals, through introspective study, understand themselves, and apply this self-knowledge to their interaction with superiors, peers, subordinates, and clients. Treating people as responsible adults, understanding human needs, and providing a working environment in tune with this human needs are the basis for effective motivation.

A school principal, therefore, must not only think of the mission and goals of the institution and its programs but must be greatly concerned with the expectations of the work force, the clients, and the community of which he is an integral part. His managerial ability determines the kind of atmosphere observable in his agency, especially the attitudes of the teachers, the parents, and the key officials in the community. More often than not, the effects of his motivational style are reflected in the physical aspect of the institution and the community where it is located, including the beautification, health and sanitation, and other tangible environmental conditions

within his managerial jurisdiction. The meritorious and exemplary services of a principal are usually compensated not only by praises from the people in the locality but also by awards of recognition from higher authorities. On the other hand, his failures and shortcomings become his haunting ghost most of the time. But the big question is, "Why are some principals effective in motivating people while others are not?"

As observed by the researcher, all principals have a common goal in achieving commendable results, most particularly the development and progress of the school. They only differed in the style of motivation to tickle the human resources into action that could generate positive results. On his part, being a principal himself, he noted that his styles of motivation varied depending on what is called for by the situation as well as the characteristics and nature of his subordinates.

It is in this context that the researcher was motivated to conduct this study, the results of which may help redirect the motivational styles of school principals, head teachers and community leaders, thereby improving life in their school and their community.

Statement of the Problem

This study attempted to assess the motivational styles

of school principals and their implications the development of effective elementary to schools in Samar. Specifically, it sought answers to the following questions:

1. What is the profile of elementary school principals and teachers in selected schools in Samar with respect to:

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

2. As perceived by the principals themselves as well as their teachers, to what extent do the elementary school principals practice the following motivational styles:

- 2.1 autocratic style;
- 2.2 benevolent-autocratic style;
- 2.3 bureaucratic style;
- 2.4 compromiser style;
- 2.5 executive style;
- 2.6 developer style;
- 2.7 missionary style; and
- 2.8 deserter style?

3. Is there a significant difference between the perceptions of the two groups of respondents on the extent to which the school principals practice the eight identified motivational style?

4. What are the problems encountered by the school principals and the teachers relative to the motivational styles of the principals?

5. What solutions are suggested by the two groups of respondents relative to the problems they encountered?

6. What implications for school development can be drawn from the findings of the study?

Hypothesis

Based on the aforesaid specific questions, the following hypothesis was drawn and tested:

1. There is no significant difference between the perceptions of the principals and the teachers on the extent to which they practice the following motivational styles:

1.1 autocratic style;

1.2 benevolent-autocratic style;

1.3 bureaucratic style;

1.4 compromiser style;

1.5 executive style;

1.6 developer style;

1.7 missionary style; and

1.8 deserter style.

Theoretical Framework

This study is anchored on Theory X and Y propounded by

McGregor (1981: 251) which stipulates the motivational styles of managers based on their assumptions about people. Theory X assumes that: 1) the average human being has an inherent dislike for work and will try to avoid it if possible; 2) because of dislike of work, most people must be coerced, controlled, directed and threatened with punishment to make them perform effectively; 3) the average person lacks ambition, avoids responsibility and seeks security and economic rewards above all else; 4) most people lacks creative ability and are resistant to change; and 5) since people are self-centered, they are not concerned with other goals of the organization.

Hence, managers who believe in this theory consider that their role in an organization is to coerce and control employees.

Meanwhile, when theory Y is used by managers, they assume that their managerial role in an organization includes development of their employees to their full potentials. Subordinates are treated as mature and responsible individuals. Under this theory, some of the assumptions include the following: 1) the expenditure of physical and mental effort in work is as natural as play and rest; 2) people will exercise self-direction and self-control in the service objectives to which they are

committed; 3) commitment to objective is a function of the rewards associated with achievement; 4) the average person learns, under proper conditions not only to accept but to seek responsibility; and 5) the capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational programs, is widely, not narrowly distributed in the population (McGregor, 1981: 126).

Hence in theory Y, more participation is better, that the degree of participation which will be suitable depends upon a variety of factors, including the problems or issues, the attitudes and past experiences of the subordinates as well as the manager's skills. One of the major purposes of the use of participation is to encourage the growth of subordinates which includes their ability to accept responsibility. Thus, the superior will be concerned to pick appropriate problems or issues for discussion and decision. Viewed thus, participation is not a panacea, a manipulative device, a gimmick or a threat. When used wisely and with understanding, it is a natural concomitant of management by integration and self-control (MacGregor, 1981: 126).

Therefore, managerial leadership may be effective through motivation by objectives and permitting subordinates to experience personal satisfaction (Chruden and Sherman,

1980: 284).

Another theory utilized as anchorage of this study refers to the eight motivational styles identified by Reddin and Hicks (1984: 68), viz: 1) autocratic, 2) benevolent-autocratic, 3) bureaucratic, 4) compromiser, 5) executive, 6) developer, 7) missionary, and 8) deserter. These styles manifest as one closely and continuously observe the actuations of the manager.

Conceptual Framework

Figure 1 presents the schematic diagram of the conceptual framework giving an idea or a picture of what the study is all about. It illustrates, among others, the research environment or the physical and geographical coverage of the study which embraces the complete elementary schools in the Division of Samar as depicted in the base frame. The second frame shows the subject of the study which is the management styles of school principals as perceived by the principals themselves and the teachers under their supervision, which are shown in the smaller frames. The two groups of respondents were made to assess the extent to which the principals practice the eight identified motivational styles, namely: 1) autocratic, 2) benevolent-autocratic, 3) bureaucratic, 4) compromiser, 5) executive, 6) developer, 7) missionary, and 8) deserter.

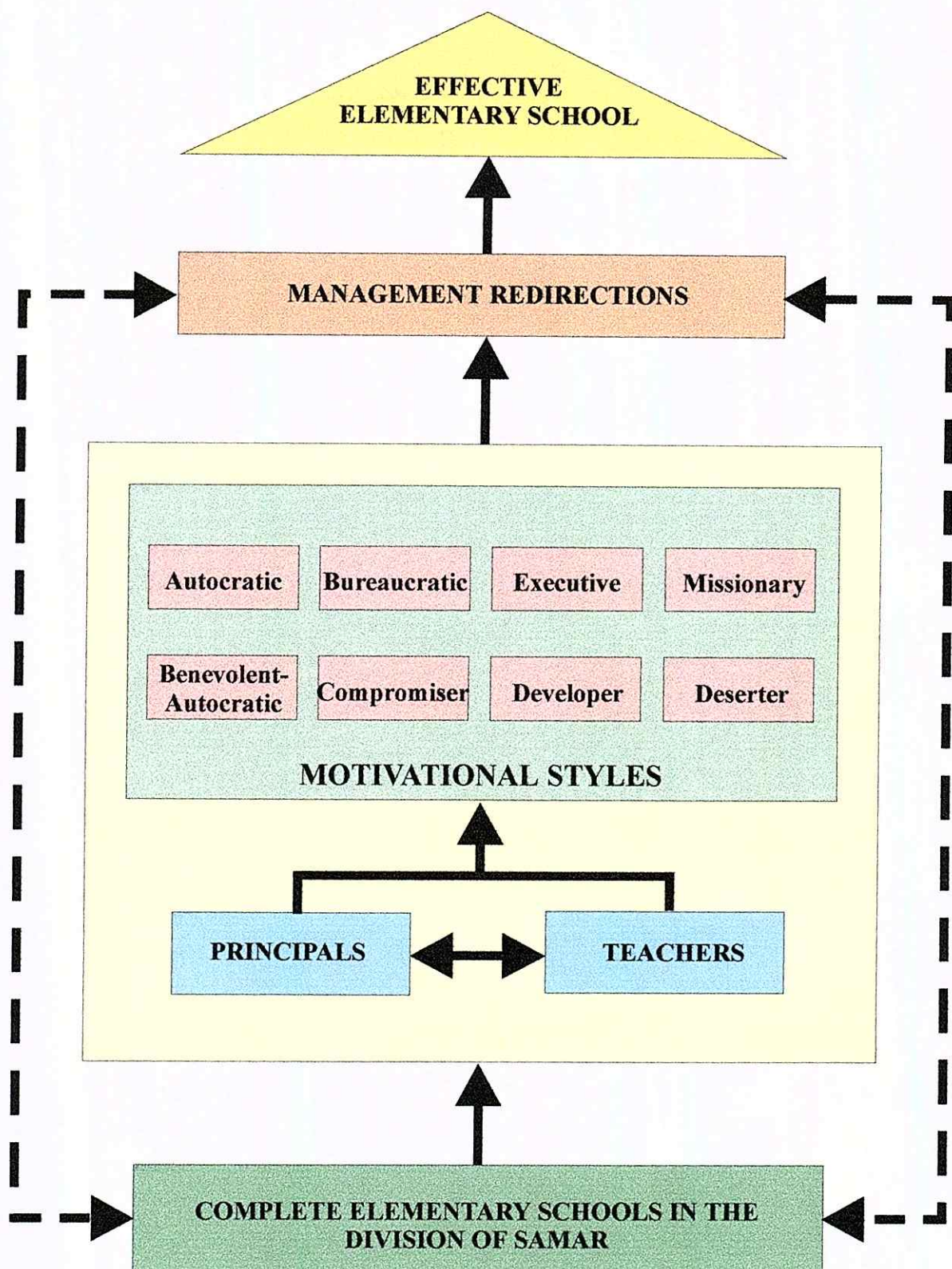


Figure 1. Conceptual Framework of the Study Showing the Research Environment, Variables Includes as Well as the Proposed Undertaken.

The uppermost frames present the expected management redirections that may be instituted by the school administration in order to attain the ultimate goal of the study which is effective elementary schools. The arrows pointing upward show the movement of the schema from the jump-off point towards the goal of the study. The double arrowheads between the two boxes labeled "principals" and "teachers" depicts the comparison of the responses of the two groups of respondents while the two-way arrow connecting management redirections and the research environment shows the feedback mechanism to ensure the attainment of the ultimate aim of the study, viz: effective elementary schools.

Significance of the Study

This study on the motivational or management styles of school principals and their implications to school development was undertaken by the researcher in order to gather inputs to management redirections towards a better institutional climate leading to effective school development in the division of Samar.

The findings of this study are expected to benefit the elementary schools, principals, the teachers, the pupils and their parents, and the community where they belong in terms of pleasant and favorable organizational climate and

wholesome environment. Also, future researchers will benefit from the findings of this study as herein discussed.

To the elementary schools. The schools in general, are the recipients of the fruits and outcomes of the wholesome atmosphere among the school personnel in terms of physical development, social transformation and economic advancement.

To the principal. As the top manager of the school, the principal will greatly benefit from the results of this study by knowing how to get the best results out of the meager resources put into the system. He can also maximize the talents and capabilities of his subordinates for the attainment of institutional goals and objectives by applying the most appropriate management style which will influence the greater number of people at the right time and place. He will likewise gain some insights into the needs and problems of the teachers, the parents, the pupils, and the entire community and thus become supportive of whatever undertaking that may contribute to school development.

To the teachers. The findings of this study will undoubtedly benefit the teachers by making them aware of their respective duties and responsibilities towards pupil development, curriculum development, facilities development, and professional enhancement. In so doing, they will be

encouraged to exercise wholesome public relations, professional ethics, and moral and spiritual values, thus serving as the right model and paragon of virtues to their pupils and their parents.

To the pupils. The right image that will be manifested by parents and school personnel as offshoots of the results of this study will become guiding light of school pupils in their quest for knowledge and wisdom. The mutual relationship among the principal, the teachers, the parents and the people in the community will have a positive impact on the peace of mind and emotional stability of the school children.

To the parents. The parents will be encouraged to be supportive and cooperative in all endeavors of the school to develop its human and material resources in accordance with the program thrusts of the local, regional, and national government. This cooperative efforts towards the common good will manifest the right image of a dedicated father or mother of school children thus making them fruitful and productive members of a democratic society.

To the community. Effective school development will ultimately redound to community development - the ultimate goal of education. Hence, the community where these schools

are located will enjoy the fruits of the educational services delivery undertaken by the schools.

To future researchers. Future researches who are interested to conduct study of similar nature will find this study a rich and valuable source of information which will guide them in terms of methodology to be used and variables to be considered.

Scope and Delimitation

This study focused on the motivational styles of school principals and their implications to school development. It covered 10 complete elementary schools in the division of Samar. These complete elementary schools were selected on the basis of their geographical conditions, such as, two from the islands, two from the coastline, two from the carline, two from the riverside, and two from the inland. The reason for this is that the resources that contribute to school development are different.

The study involved two groups of respondents - the elementary school principals and their teacher-subordinates. On the whole, there were 139 respondents of this study broken down as follows: 10 principals and 129 teachers.

The study was undertaken during SY 1998-1999.

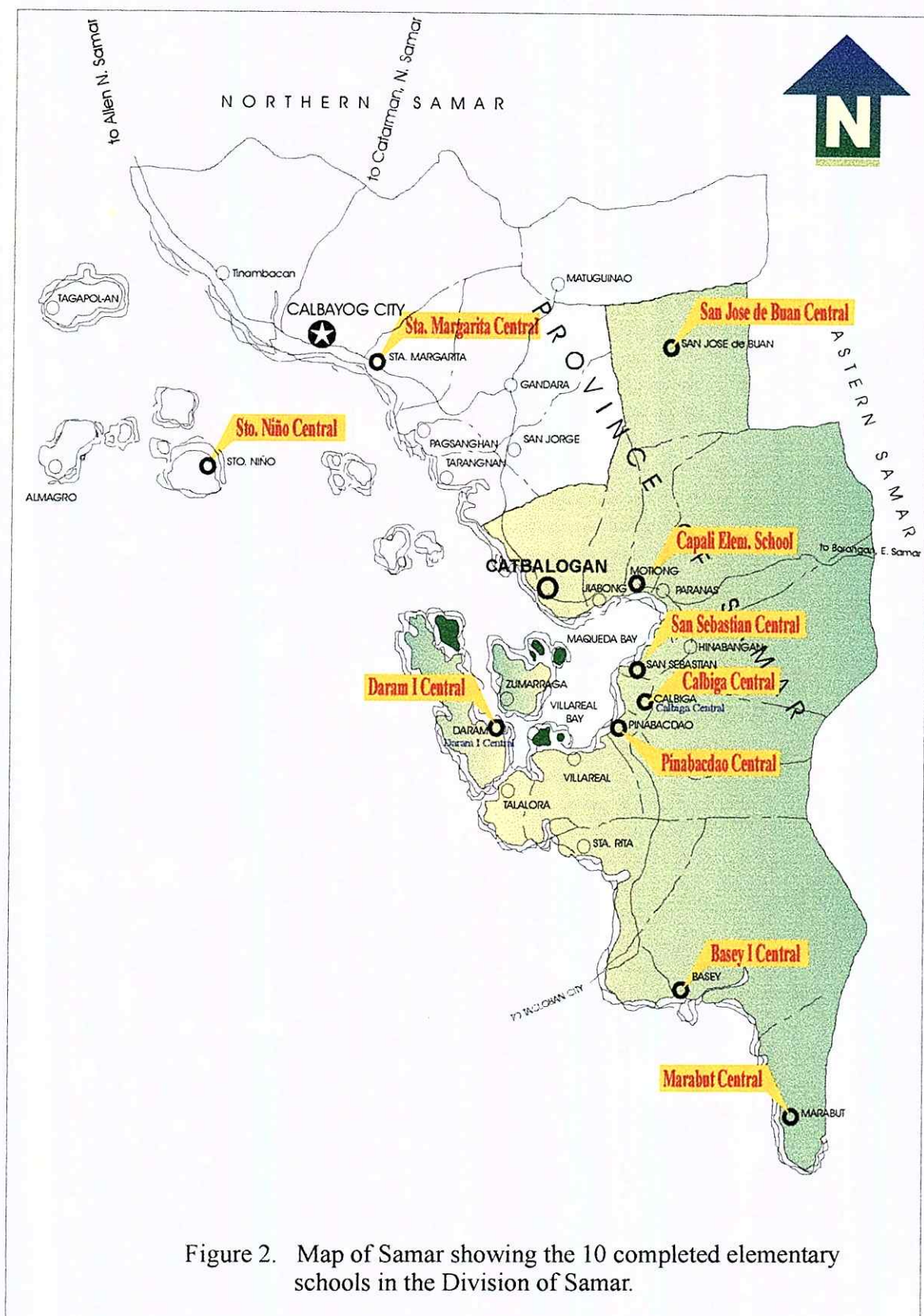


Figure 2. Map of Samar showing the 10 completed elementary schools in the Division of Samar.

Definition of Terms

To provide a common frame of reference for the readers to clearly understand the concepts presented in this study, the following terms are herein defined conceptually and operationally.

Administration. This term refers to the process of overseeing the affairs of an institution for the attainment of its goals (New Webster Dictionary, 1995: 11). Specifically in this study, this term refers to overseeing the affairs of complete elementary schools in the division of Samar in order to achieve development of these schools.

Autocratic Style. This term refers to a style of motivation employed by a tough manager who puts task and organizational objectives before all other considerations even to the extent of threatening subordinates with punishment (Reddin and Hicks, 1984: 8). Operationally, this refers to the style of motivation of a strict elementary school principal who makes a decision by himself and simply announces it to his teacher-subordinates for implementation.

Benevolent-Autocratic Style. In general, this term refers to the motivational style used by one who is lighter than dictatorial in getting the job done but he is ambitious and self-committed (Reddin and Hicks, 1984: 8). In this study, this refers to an elementary school principal who has

an implicit or hidden trust in his own sound methods and procedures, believing that he is effective in obtaining results for the school he manages.

Bureaucratic Style. In general, this term refers to a style of motivation used by one who is strict in following managerial and organizational rules and regulations although he shows interest in either task or relationship and cares less about problems on performance and output (Reddin and Hicks, 1984: 10).

Compromiser Style. This term refers to a style of motivation applied by one who recognizes both task and relationship and subscribed to short-term orientation to minimize immediate problems (Reddin and Hicks, 1984: 10).

Deserter Style. Both in conceptual and operational terms, this refers to the style of motivation undertaken by one who is ineffective not only because he lacks interest in both task and relationship but also remains uninvolved in all issues in the organization (Reddin and Hicks, 1984: 11).

Developer Style. Generally, this term refers to the style of motivation utilized by one who is creative, who places implicit or hidden trust in people by giving them as many responsibilities as he can (Reddin and Hicks, 1984: 12).

Effective. Generally, this applies to the quality of a

person who accomplishes a task regardless of cost (Kast and Rozensweig, 1984: 305). In this study, this term refers to the attribute of an elementary school principal who attains development of his school regardless of the costs incurred in the process.

Effective elementary school. Operationally, this term refers to schools catering to elementary pupils that is able to provide quality educational services.

Efficiency. Conceptually, this term means the quality of management which intends to accomplish a task with the least expense of time, money and effort (Kast and Rozenweig, 1984: 305).

Executive Style. In general, this term refers to the motivational style used by one who subscribes to a high standard of performance, who motivates well his subordinates and commits himself to task and relationship (Reddin and Hicks, 1984: 15).

High Authorities. Conceptually, this term refers to persons or officials occupying positions above a cited position in the hierarchy (Gove, 1982: 1102). As used in this study, it applies to those higher than the principal, namely: district supervisors, division supervisors, assistant schools division superintendent, the division superintendent, etc.

Hygiene factor. This term refers to the environmental factors such as but not limited to, material remuneration like pay, interpersonal relations, supervision, working conditions, status and security (Flipppo, 1984: 382).

Job Satisfaction. In general, this term pertains to the level of contentment on the part of an employee resulting from various interest or attitude towards his job (Terry, 1985: 534). As used in this study, this refers to the contentment of the elementary teachers as emanating from the motivational styles used by their principals.

Leadership. Both in the conceptual and operational terms, leadership means the art of influencing others to work cooperatively or effectively towards a common goal (Good, 1973: 313).

Management. In a broader sense, this term means the process by which an organized or cooperative group directs action towards a common goal (Jucius, 1975: 6). In this study, this means the principals' process of attaining school development through his teacher-subordinates and the available material resources in the school.

Missionary Style. Conceptually and operationally, this term refers to the motivational styles applied by one who is a kindly soul, who puts relationship above all else, but is weak, easy-going and ineffective since he presumes that all

people are mature responsible adults who are self-motivated (Reddin and Hicks, 1984: 20).

Motivation. Generally, this term refers to any goal-directed behavior of a person as the employee incentives and techniques to arouse interest in undertaking any course of action towards the attainment of a desired goal (Good, 1973: 313). In this study, this term refers to the eight motivational styles identified by Reddin and Hicks which are the prospective motivational styles of the elementary school principals.

Motivational style. This term refers to the technique used by principals in relating to their teacher-subordinate. In this study, this was categorized into eight namely: autocratic, benevolent-autocratic, bureaucratic, compromiser, executive, developer, missionary and deserter styles.

Performance. Conceptually, performance means the outputs and/or accomplishments as distinguished from one's potentials (Good, 1973: 320). Operationally, this term means the accomplishments of both the elementary school principals and teachers in relation to school development.

Policies. Both in the conceptual and operational standpoint, this term refers to general statements used as guides for people in an organization as they perform their job (Terry, 1985: 461).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discusses in detail the ideas and information gathered from various sources which are relevant to the problem, especially on the major variables involved in the study. These ideas and information are classified into two main headings, as follows: (1) related literature, otherwise known as conceptual literature; and (2) related studies or research literature. The first classification are obtained from books, periodicals, documents, and speeches, while the second are lifted from the findings of completed researches, like thesis, dissertations and other unpublished works.

Related Literature

Various types of institutions have tried to motivate workers by applying Herzberg's extrinsic motivation, including the use of force or fear. He said that the most straight forward way to keep workers moving towards the desired direction is to use force. He also said that "many managers feel that the surest and quickest way of getting people to work is to kick them in the pants" (Herzberg, et. al., 1982: 88-89).

Meanwhile, a quite different theory on motivation is

called the Two-factor theory which referred to motivational factors and hygiene or maintenance factors. The motivational factors according to Bausner and Sayderman (1980: 496-498) referred to: 1) achievement, 2) recognition, 3) participation and 4) growth. Achievement is a feeling of personal accomplishment or the feeling of having done a job well. Recognition, on one hand, refers to the state of being recognized for doing a job well such as being complimented by the boss or receiving reward, promotions or salary increase. Moreover, participation refers to being personally involved in one's work; having some responsibility for making decisions about one's job and finally, growth applies to challenges of the job itself; and the chance to learn skills, acquire knowledge, achieve development and advancement. As more varied tasks are included in the job under the job enrichment program, the work is made more interesting and challenging, the job becomes more satisfying and the employees become productive.

The hygiene or maintenance factors which motivate employees to work are company policy and administration, supervision, interpersonal relations and working conditions.

This two-factor theory indicates that when employees feel good about their job, they are motivated to work because they found the job challenging and satisfying. When people do not feel good of the working condition they become

dissatisfied and productivity decreases.

Another theory enunciated by Maslow (1982: 280) known as Human Need Approach which takes into account other factors affecting motivation on the job. When our physical need for air, water, food shelter and clothing are satisfied, we seek security as were as physical safety. Social needs for companionship and acceptance are the next to be fulfilled. When we have been accepted by the groups we then seek to gain their respect and our own, by developing our talents in a manner useful and appreciated by the group. The highest level of our needs-self-actualization can never be completely fulfilled because no one ever develops abilities to their fullest capacity.

The theory of Maslow deal on human behavior and motivation that give interest to the worker and employee in doing their work enthusiastically, in the same manner that a teacher, when properly motivated, will learn to have interest in their teaching profession and ensure quality educational services to their pupil-clientele.

Another important aspect of motivating workers is to delve into human relation strategy. In here, supervisors should use many techniques which include among others incentive plans, awards and special recognition, ceremonies as well as stimulating workers' curiosity or desire to be

creative (Likert, 1961: 282). Supervisors' ability to elicit creativity among his subordinates will consequently enable them to perform at their optimum capability and redound to effective school development.

A significant approach in motivating workers is to let them know the desired outcome. This approach is more of an explanation of behavior and motivation rather than a concrete plan for motivating behavior which is called "Preference-Expectation Approach" propounded by Vroom (1964: 282). A person may believe that a particular outcome is very important, but unless personal actions can bring the desired result, the more motivation will there be. This further concurred the importance of dealing with human behavior and attitude to awaken the worker's curiosity and creativity.

Katz and Khan (1965: 282) stressed that money is also an important motivator. They said that money is something like magic in our society. From all sides, people are encouraged to collect as much of it as they can. But if we look deeper and closer, it is not money itself that people are striving for, but the things money can bring - security, independence, social status and a sense of accomplishment. Furthermore, the aforesaid authors said that money, to be an effective motivator must have the following conditions: 1) the amount of salary increase must be perceived as

substantial enough to justify additional work effort; 2) the salary increase must be perceived as directly related to increased performance; 3) the salary increase must be perceived as equitable by other group members, even those not benefitting themselves; and 4) the employee must be perceived that he or she is physically and psychologically capable of performing the additional work required to earn the additional salary. This idea adhere to motivational behavior with the use of money as motivator. Specifically among the subjects of this study, teacher-subordinates may cooperate with their principals and with higher authorities because they want to be recommended for promotion to increase their salaries. Consequently, this cooperation could also redound to more effective participation on their part and eventually, effective school development will occur.

As stressed earlier, motivation may elicit creativity among subordinates. Motivation, as Koontz, et. al. (1974: 323-326) suggested is sometimes perceived as the key to creativity, and there is often the mistaken notion that managing itself tends to stifle it by placing heavy demands on conformity. Creativity will likewise prompt employees to undertake innovations which will make use of present knowledge in a combination to solve a problem that has never been solved before. It is

widely agreed that creativity arises when there is a problem to be solved and the problem is seen in the highest of the critical variables involved and their relationships.

In encouraging creativity within an enterprise there are two things to be recognized, as follows: 1) creativity is not as sometimes thought, a rare quality, although socially significant creativity is a much more rare achievement; and 2) creativity is largely a matter of placing a person in an environment where he can be creative, where he can recognize the existence of problems and where he will have organizational authority and resources to solve them - the freedom to innovate and create.

Schuler (1983: 16) said that after employees are on the job, it becomes necessary to determine how well they are doing and to reward them if they are doing well. If they are not doing well, it becomes necessary to determine why. This will indicate if there is a necessity to change to reward structure. Moreover, it will also indicate that employee training or re-training is needed or that some type of motivation should be enhanced and provided. This involves incorporating two activities, such as: 1) appraising and evaluating employee behavior and 2) analyzing and motivating employee behavior.

Although performance appraisal can be painful to both supervisor and employee, it is a critical and important

activity. It is especially critical since legal compliance dictate that employment decision should be made on the basis of performance.

For the supervisor or manager to properly and appropriately motivate his subordinate, it is but fitting that he knows all the possible wants of his employee. Flipppo (1980: 341-341) stated 10 employee wants. These are: 1) pay which will help in satisfying physiological, security and egoistic needs; 2) security of jobs since threats from technological change may inevitably dislodge one from his present job; 3) congenial associates which issues from the social needs of gregariousness and acceptance, 4) credit for work done which emanates from the egoistic classification of needs and can be supplied by management through verbal praise of excellent work, monetary rewards for suggestions and public recognition through awards, releases in employee newspapers and the like; 5) a meaningful job which results from both the need of recognition and drive towards self-realization and achievement; 6) opportunity to advance which is influenced by cultural traditions of freedom and opportunity; 7) comfortable, safe and attractive working condition which rests upon multiple needs; 8) competent and fair leadership which issues from physiological and security needs, and ensures that the organization and its jobs will

continue to exist; 9) reasonable orders and direction - related to the requirements of the situation, capable of being executed, complete but not unnecessarily detailed and given in a manner that stimulate acceptance; and 10) a socially relevant organization which issues from self-esteem, and lives a highly challenging responsibility upon the organization's management.

Moreover, aside from finding out the different needs of his employees, the manager should also be knowledgeable of the different effects of motivation. Sison (1981: 420-421) discussed the following effects: 1) employees who are sufficiently motivated move and act to follow the direction desired by management, 2) motivated employees achieve high output and produce good quality products and services, 3) employees who are properly motivated are more careful in the use and care of machines and equipment, avoid or prevent accidents and minimize or prevent losses or waste, 4) that employees accept willingly the changes made by management provided that the changes to be made have been previously explained to and understood by them and proper training is provided to adjust them to the change; 5) motivated employees willingly respond in times of emergencies or during rush periods or occasions requiring special effort, overtime and the like, and 6) motivated employees do not contribute to problems on personnel discipline.

Considering the aforementioned concepts, the importance of motivation in management cannot be overemphasized. This is so, because managers work with and through people; they are responsible and accountable; they must balance competing goals and set priorities; they must be able to think analytically and conceptually; they are mediators, politicians, diplomats, symbols and decision-makers. Above all, managers must be alert to the need of changing roles as the occasion rises (Stoner and Wankel, 1987: 22-30).

Management maturity is manifested by school managers in the kind of organizational strategies that they adopt which is motivation through mission. As a visionary the school manager has the willingness and even desire to test the limits, the drive toward excellence and quality, the desire for contribution and hunger for personal satisfaction. Moreover, the value of the school managers is determined by the quality and quantity of the gains realized by his teachers in terms of their teaching services to the learners.

The Philippine schools, nowadays is faced with the challenge of producing the desired quality of educational services delivery. Educational leadership, then needs to find out what deters the attainment of quality education and inform everyone in the educational system how to solve and

avoid these deterrents - part of this process is considered motivational approach.

Related Studies

Several studies on motivational styles and related subjects were conducted and generated results which were found to be valuable to the present study.

Caveiro (1997) conducted a study on "The Administrative and Supervisory Styles of Secondary School Administrators: Basis for Policy Redirections" where he stressed that quality education is dependent on the quality of leadership and new management styles employed among administrators and education officials. Personal integrity and professional competence, efficiency, effectiveness and credibility are the criteria which make an educational leader acceptable. Added to this is a management style which is consultative and participatory in decision-making. It was found out in this study, that secondary school principals in the division of Samar shift from one supervisory style to another, depending on the situation the principal faced. It was therefore suggested that the principals in the secondary schools of the division be more oriented on the different supervisory styles to enhance their effectiveness in educational management.

Caveiro's study has semblance with the present study

since they both dealt with management styles and that both studies were conducted in the division of Samar. However, they differed on: the level of schools managed by their principal-respondents inasmuch as the former focused on secondary school principals while the present study focused on elementary school principals.

In the same year, Barug (1997) appraised the supervisory practices of district supervisors of Southern Leyte Division relative to their functions as basis for proposals for improvement. The researcher emphasized that in education, the purpose of supervision is to stimulate teachers and pupils toward utilization of better teaching-learning procedures. The entire supervisory activity should be directed, therefore, towards the improvement of the total teaching-learning procedures and the total setting for learning. It was revealed in Barug's study that supervision practices of the target population covers: 1) the formulation of the aims, objectives and the purposes to be achieved, 2) the selection and organization of subject matter to be taught, 3) the placement of the teachers, 4) the selection of methods and techniques by which the subjects are to be taught, and 5) the evaluation of the child's growth and the improvement of the teachers.

The study of Barug bears similarity with the present study inasmuch as both are descriptive in nature and delved

into management in the educational setting. However, they differed on two major aspects, as follows: 1) the research environment - while Barug's study was conducted in Leyte Division, the present study was conducted in Samar division; and 2) the focus of the study since the former focused on the supervisory practices of district supervisors while the present study focused on the motivational styles of elementary school principals.

Pada (1995) in his study on the "Extent of Supervision School Administrators in Area III, Leyte Division: Their Correlates" emphasized that improved techniques and practices of supervision should be adopted by school administrators in the schools where they are assigned. This recommendation is intended to improve their supervision and eventually improve the performance of teachers in Area III of Leyte Division.

The results of the study of Pada reinforced the study conducted by Betonio (1987) where based on the results of his study entitled "Options for Improving Supervision Based on the Perceived Supervisory Functions of School Administrators", he stressed that frequent visits and supervisory inspections to different schools must be conducted as often as administrators can do. He continued that there must be a closer supervision on the part of the school administrators to guide, direct and encourage the

teachers for an effective teaching-learning output. This can be done through establishing good rapport, mutual understanding, unity and cooperation in working with their school family - the teachers.

The studies of Pada and Betonio are similar to the present study since their studies were on supervisory practices and functions of school administrators which are related to the focus of this study - motivational styles. However, the two studies differed from this study inasmuch as their research environment was the division of Leyte while this study focused in the division of Samar. Moreover, Pada's study was correlational in nature and Betonio's study was developmental. The present study, on the other hand, utilized a descriptive - comparative research design.

A study conducted by Mabini (1986) on the evaluation of the performance of the college teachers of Samar State Polytechnic College revealed that there was a relationship between educational qualification and performance ratings of teachers. She further cited other variables that affect the performance of teachers such as teaching experiences, age level and subjects handled.

The study of Mabini is related to the present study inasmuch as her study was concerned of teachers' performance which is also the secondary concern of this study.

Moreover, both studies are descriptive in nature. On the other hand, Mabini's study considered a state college as its research environment while this study considered the complete elementary schools in the division of Samar.

Caiso (1982) in her study on the "Evaluation of the Performance Ratings of the Public Elementary School Teachers of La Trinidad District," revealed the following findings:

1. There were no "outstanding" nor "satisfactory" ratings of teachers, that more of their ratings were concentrated on the "very satisfactory" category and only few were given "unsatisfactory" ratings; and

2. There was no significant relationship between the performance ratings and educational qualifications of these teachers.

A similar study was conducted by Montejo (1989) entitled "Educational Qualification and Job Performance of Public Elementary School Teachers in Catbalogan Central School" which revealed several findings related to this study as follows:

1. The teachers were efficient workers as suggested by their performance ratings as evidenced by the fact that they were rated by their supervisors as "outstanding" or "very satisfactory". None of them were rated "satisfactory" nor "unsatisfactory",

2. There was a significant relationship between educational qualification and job performance of teachers. As teachers upgrade themselves professionally, they likewise improve their competencies in the teaching-learning process; and

3. The teachers were aware of the improvements on their profession after they obtained units in graduate studies. This motivated most of them to grow professionally.

The study of Caiso and Montejo have semblance with the present study inasmuch as these studies touched on job performance which are indicators of motivation. However, these studies differed from the present study inasmuch as they were correlational types of descriptive research while the present study was more of a descriptive - comparative type of research.

Arambala (1995) conducted a study entitled "Professional Opportunities: Their Implications to Teachers' Performance in State Colleges in Samar", it was revealed in his study that: 1) professional opportunities in one of the state colleges he considered as respondent-SUC were given only to selected few, particularly to those who were close to the administrators; 2) professional opportunities in another SUC he considered as a respondent-SUC were equally distributed among the teachers and other

personnel, regardless of their relationship with the administrators; and 3) professional opportunities did not significantly affect teachers' performance.

He further suggested that equality in the giving of professional opportunities to SUC personnel must be done and maintain favorable atmosphere in the giving of professional opportunities to SUC personnel. It was also suggested that a personnel development program for state colleges be developed and implemented.

The study of Bonoan (1994) entitled "Technology Education Courses, Selected Factors and Job Relevance", revealed that the average number of trainings participated in by vocational and technical teachers was 1,320 for the last five years which implied that the training of teachers was very low. He added that the rueful state of the teachers' training deserved attention and consideration of administrators, particularly the state colleges and university presidents in Region VIII. Hence, there was a felt need to intensify personnel development.

The study of Arambala and Bonoan are similar to the present study since professional opportunities as well as job relevance are considered motivational approaches. Meanwhile, Arambala's study differed from the present study since the previous study was correlational in nature while the present study was descriptive-comparative research.

Bonoan's study delved into factors affecting Technology Education courses which were beyond the scope of this research.

A study on "Professional Leadership of School Heads in Public Elementary Schools in Piddig, Ilocos Norte" was conducted by Bartolome (1982) where she disclosed that the supervisor-respondents exerted efforts in helping teachers improve their professional growth by giving them pre-service education; re-retraining of teachers; and membership in committees. It was therefore recommended that teachers should grow professionally in line with their fields of specialization.

The findings of Bartolome were relevant to the present study inasmuch as her findings revealed several forms of motivation undertaken by supervisors in the elementary schools which is the major focus of this study. On the otherhand, the two studies differed in relation to two major aspects, viz: 1) the research environment, where Bartolome's study was conducted in Ilocos Norte while the present study was conducted in Samar, and 2) area of study since Bartolome's study looked into professional leadership of school heads while the present study looked into motivational styles of elementary school principals.

Chapter 3

METHODOLOGY

This chapter presents a detailed discussion of the research methodology focusing on: 1) research design, 2) instrumentation, 3) validation of the instrument, 4) sampling procedure, 5) data gathering procedure, as well as 6) treatment of data including tests used in hypothesis testing.

Research Design

This study employed the normative-descriptive research method. It looked into the different motivational styles of elementary school principals in the division of Samar making use of the questionnaire-checklist as the principal instrument in gathering pertinent data. Documentary analysis, interview and actual observation were also utilized to supplement and augment data gathered from the questionnaire. Descriptive and inferential statistical tools were applied to the data gathered to arrive at inferences about the target population of the study.

Instrumentation

As mentioned earlier, the main instrument of this study was the questionnaire-checklist, supplemented by documentary

analysis, interview and actual observation.

Questionnaire-checklist. The questionnaire-checklist consisted of three major parts, as follows: Part I - Personal Information, Part II - Questionnaire Proper, Part III - Problems Encountered and Part IV - Suggested Solutions. Part I of the questionnaire generated data relative to the respondents' personal background like age, sex, educational attainment, length of service and the like. Meanwhile, Part II of the questionnaire elicited information about the extent to which the eight motivational styles were practiced by the administrator-respondents. Part III listed down probable problems encountered by the respondents and they were made to assess these problems in relation to the extent to which they feel these problems by Finally Part IV elicited solutions suggested by the respondents.

Documentary Analysis. This tool was used by the researcher to augment data gathered by Part I of the questionnaire-checklist. Records from the educational management information system (EMIS) office of the division of Samar were availed by the researcher to further validate collected data on the principals' age, performance ratings, and the like. Moreover, EMIS records were also used to verify the total number of complete elementary schools in the division and to find out the total number of teachers in

these schools.

Interview. An unstructured interview was also undertaken by the researcher, to verify vague and unfilled items in the questionnaire to minimize data gaps.

Observation. This technique was also used by the researcher. While he administered the questionnaire-checklist, the researcher visited different classrooms and observed the situation in each respondent-school.

Validation of the Instrument

In validating the researcher-made questionnaire, expert-validation and a dry-run were undertaken. After the draft of the questionnaire was developed, it was subjected to expert-validation by consulting the adviser and several research professors who are knowledgeable in instrument-development. Their suggestions and corrections were incorporated in the questionnaire. Afterwhich, the revised draft was pretested in Palale Elementary School on March 23, 1998. Final revisions were undertaken after the try-out was administered. The finalized form of the instrument was then reproduced and distributed to the identified respondents.

Sampling Procedure

In the selection of the ten respondent-schools, purpo-

sive sampling was used, to ensure that the different geographical conditions of the schools were properly represented. Thus, two schools were chosen from the islands, two from the coastline, two from the carline, two from the riverside and two from the island.

All the principals assigned in these ten schools were taken as respondents, thus, total enumeration was used. For the teachers, the researcher used simple random sampling where all teachers have equal chances of being selected as respondents. The fish-bowl technique was used in the selection. The names of all the teachers from the ten complete elementary schools were written on a small sheet of paper, rolled and placed in a box. The researcher drew from the box the rolled papers until the desired sample size was reached. the drawn name were taken as the respondents of the study.

In determining the sample size Sloven's formula (Downie & Heath, 1974: 156) was used, viz:

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

- Where:
- n refers to the sample size or number of respondents
 - N refers to the total number of units in the population
 - e refers to the margin of error which was set at .05

Table 1

**Distribution of Respondents by
Group and School**

School	Principal			Teacher			Grand Total	Percent
	N	R	%	N	R	%		
Sta. Margarita Central	1	1	100.00	28	19	67.86	20	14.39
Marabut Central	1	1	100.00	14	9	64.29	11	7.19
San Sebastian Central	1	1	100.00	17	11	64.71	12	8.63
Pinabacdao Central	1	1	100.00	12	8	66.67	9	6.47
Sto. Niño Central	1	1	100.00	19	13	68.42	14	10.07
Daram I Central	1	1	100.00	26	17	65.38	18	12.95
Basey I Central	1	1	100.00	22	15	68.18	16	11.51
Calbiga Central	1	1	100.00	32	21	65.63	22	15.83
San Jose de Buan Central	1	1	100.00	10	7	70.00	8	5.76
Calapi Elementary School	1	1	100.00	13	9	69.23	10	7.19
Total	10	10	100.00	193	129	66.84	139	100.00%

Data Gathering

The researcher sought permission from the Schools Division Superintendent upon recommendation of the Dean of the Graduate School of Samar State Polytechnic College to field his questionnaires to the principal as well as teacher-respondents from the ten complete elementary

schools. After the approval was granted, he personally distributed the questionnaires to the aforesaid respondents. Some of these questionnaires were mailed with a self-addressed stamped envelope which facilitated the return of the answered questionnaires.

For those schools that are near, the researcher visited these schools and distributed said instruments. While giving time for the respondents to answer them, the researcher went around the school campus and undertook unstructured interviews and observation.

For those schools which are quite far, the researcher sent follow-up letters to his respondents who have not mailed back their questionnaires early. These strategies ensured high percentage of retrieval of the questionnaires.

Treatment of Data

The data gathered through the use of the questionnaires were tabulated, analyzed and interpreted qualitatively and quantitatively using the mean, standard deviation, weighted means as well as t-test for independent samples. This statistical tools are herein discussed, to wit:

The mean. This statistic was used in getting the average of the quantitative characteristics or profile of

the respondents like age, length of service and the like making use of the formula given by Freund (1992: 42).

$$\bar{X} = \frac{\sum X}{n}$$

Where:

\bar{X} refers to the mean or average

$\sum X$ refers to the total of the values or data

n refers to the number of cases

The standard deviation. This statistical tool was applied to find out the dispersion of the data in the distribution (Freund, 1992: 75).

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}}$$

Where:

S refers to the standard deviation

$\sum (X - \bar{X})^2$ refers to the algebraic sum of the squared differences of the individual values from the mean

$n - 1$ refers to the total number of cases minus unity

The weighted mean. This statistic was used to determine the: 1) extent to which the principals practice

the different motivational styles, 2) extent to which the respondents feel the problems on the principals' motivational styles, and 3) extent to which they agree or disagree to the listed solutions. The formula suggested by Freund (1992: 46) was used, as follows:

$$\bar{X}_w = \frac{\sum wx}{\sum w}$$

where: \bar{X}_w refers to the weighted mean

$\sum wx$ refers to the sum of the products of the frequencies, w and Likert scale points which ranged from 1-5

$\sum w$ refers to the sum of the frequencies or weights.

This formula for weighted mean was applied wherein the frequencies tallied under each Likert scale was multiplied, then all the weighted frequencies were added to obtain the total weighted frequency. Afterwhich, the total weighted frequency was divided by the total number of respondents to obtain the weighted mean which was interpreted as follows:

Weighted Mean	Value	Interpretation
4.51 - 5.00	5	Always (A)/Extremely Felt (EF)/ Strong Agree (SA)
3.51 - 4.50	4	Often (O)/Highly Felt (HF)/ Agree (A)

2.51 - 3.50	3	Moderately (M)/Moderately Felt (MF) Undecided (U)
1.51 - 2.50	2	Seldom (S)/Slightly Felt (SF)/ Disagree (D)
1.00 - 1.50	1	Never (N)/Not Felt (NF)/Strongly Disagree (SD)

The t-test for independent samples. This statistic, as suggested by Walpole (1982: 362) was used to test the hypothesis of the study which focused on comparing the perceptions of the principals themselves and their teachers on the motivational styles of the elementary school principals, to wit:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

where:

t refers to the computed t-value

\bar{X}_1 refers to the mean of the principal-respondents' perceptions

\bar{X}_2 refers to the mean of the teachers respondents' perceptions

N_1 refers to the number of cases for the principals' group

N_2 refers to the number of cases for the teachers' group

S_1^2 refers to the variance of the principal-respondents' perceptions which is equal to

$$\frac{N_1 \sum X_1^2 - (\sum X_1)^2}{N_1 (N_1 - 1)}$$

S_2^2 refers to the variance of the teacher-respondents' perceptions which is equal to

$$\frac{N_2 \sum X_2^2 - (\sum X_2)^2}{N_2 (N_2 - 1)}$$

The computed t-value was compared with the tabular t-value at .05 level of significance and degrees of freedom = $N_1 + N_2 - 2$. The hypothesis was rejected if the computed t-value turned out greater than or equal to the tabular t-value. Otherwise, the hypothesis would be accepted.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data collected, the subsequent analysis and interpretation of results. Included in this chapter are: 1) profile of the respondents, 2) the principals' motivational styles as perceived by themselves and their teachers, 3) problems encountered relative to motivational styles of principals, 4) suggested solutions based on these problems, and 5) tests of hypotheses.

Profile of the Respondents

The characteristics of the principals as well as the teachers who were involved in the study in terms of age, sex, civil status, educational qualification and length of service are herein presented.

Age and Sex. Tables 2 and 3 present data on the age and sex profile of the principals and teachers, respectively. As revealed by Table 2, three or 30.00 percent of the ten principals were 45-49 years of age and 40-44 years old. Two out of these principals which comprised 20.00 percent were 50-54 years of age and one or 10 percent of ten principals was 55-59 years old and another one or 10.00 percent was between 35 and 39 years of age. Consequently, the age distribution of the principal-respondents clustered around

Table 3

Age and Sex Profile of the Teacher-Respondents

Age Group (In years)	Sex		Total	Percentage
	Male	Female		
60 and above	-	1	1	0.78
55 - 59	2	6	8	6.20
50 - 54	5	9	14	10.85
45 - 49	7	10	17	13.18
40 - 44	8	13	21	16.28
35 - 39	10	15	25	19.38
30 - 34	10	14	24	18.60
25 - 29	5	7	12	9.30
20 - 24	3	4	7	5.43
Total	50	79	129	100.00%
Percentage	38.76	61.24	100.0%	
Mean	38.6 years	40.1 years	39.5 years	
S.D.	9.2 years	9.8 years	9.6 years	

percent. This implies that the principal-respondent were dominated by the males.

Meanwhile, Table 3 shows that the modal age bracket among the teacher-respondents was 35-39 years old with 25

teachers out of 129 or 19.38 percent. This was followed by those who were 30-34 years of age and 40-44 year old with 24 teachers or 18.60 percent of 129, and 21 teachers or 16.28 percent, respectively. On the other hand, one out of 129 teachers or 0.78 percent was 60 years old and above. The average age of the teacher respondents was pegged at 39.5 years with a standard deviation of 9.6 years, showing that their age norm ranged from 29.9 years to 49.1 years. This means that the teachers who were involved in the study were in their middle-age, implying that they were capable of discharging their teaching duties, and that they are expected to be still in the service for a longer period of time. Furthermore, as revealed by Table 3, most of the teacher-respondents were females as evidenced by the fact that out of 129, 79 of them, that is, 61.24 percent were of this sex and there were 50 males or 38.76 percent. This means that the teaching profession attract more females than the males.

Civil Status. The distribution of the respondents in terms of their civil status is reflected in Table 4. As depicted by this table, most of the principals and teachers were married, with eight out of ten principals or 80.00 percent and 70 teachers out of 129 or 54.26 percent, respectively. Only two among the 10 principal - respondents

Table 4

Civil Status Profile of the Respondents

Civil Status	Respondents' Category						Percentage
					Total		
	Principals		Teachers				
	No.	%	No.	%			
Single	2	20.00	19	14.73	21	15.11	
Married	8	80.00	70	54.26	78	56.12	
Widow/Widower	-		9	6.98	9	6.47	
Not Specified	-		31	24.03	31	22.30	
Total	10	100.00%	129	100.00%	139	100.00%	

or 20.00 percent were single, while for the teachers' groups 19 or 14.73 percent were single, followed by nine teachers or 6.98 percent who were widow/widower.

The data on the civil status of the respondents imply that in general, the principals and teachers from the complete elementary schools of the Division of Samar have already settled down and have established their respective families. This could be attributed to the fact that they were already in their middle-age or even older.

Educational Qualification. The data found in Table 5 refer to the distribution of the respondents relative to their educational qualification. As can be gleaned from the

Table 5

Educational Attainment Profile of the Respondents

Educational Status	Respondents' Category					
	Principals			Teachers		
	Total			Total		
	No.	%		No.	%	Percentage
M.A. with Ph.D units	2	20.00		3	2.33	3.60
M.A.	3	30.00		17	13.18	14.39
M.A. (CAR)	3	30.00		23	17.83	18.71
B.S. with M.A. units	2	20.00		59	45.74	43.88
BS/Baccalaureate	-	-		27	20.93	19.42
Total	10	100.00%		129	100.00%	100.00%

said table, three principals which comprised 30.00 percent of them were already M.A holders while another three or 30.00 percent have completed the academic requirements for M.A. It is worthwhile noting that two principals or 20.00 percent have already earned Ph.D. units and that the lowest educational qualification among the principals involved in the study was B.S. with M.A. units with two principals or 20.00 percent. This indicate that the principals recognized the importance of growing professionally to become educationally qualified in their respective positions.

On the part of the teacher-respondents, data in Table 5 revealed that the highest number of the teachers were B.S. with M.A. units, followed by those who were BS/Baccalureate degree holder and those who have completed the academic requirements for the M.A. degree, with 27 teachers or 20.93 percent and 23 teachers, or 17.83 percent, respectively. Significantly three teachers, or 2.33 percent were already pursuing post graduate or doctoral studies. The data just discussed imply that the teacher-respondents, like the principals gave importance to professional growth as evidenced by the fact that they pursue advanced studies.

Length of Service. Table 6 presents the distribution of the number of years in the service of the respondents. As shown by the said table, the highest number of principals - four or 40.00 percent have been in the service for 30-34 years followed by those who served for 35-39 years and 25-29 years with two principals each or 20.00 percent. On the whole, the principal-respondents pegged an average years in service at 32.0 years with a standard deviation of 5.8 years, denoting that the norm of their length of service was 26.2 to 37.8 years. This means that these principals were already experienced as administrators.

Meanwhile, the data on the length of service of the teacher-respondents were found to be sporadically

Table 6

Length of Service Profile of the Respondents

Number of Years in the Service	Respondents' Category						Perce- tage	
	Principals			Teachers				Total
	No.	%		No.	%			
40 - up	1	10.00		1	0.78		2	1.44
35 - 39	2	20.00		7	5.43		9	6.47
30 - 34	4	40.00		13	10.08		17	12.23
25 - 29	2	20.00		14	10.85		16	11.51
20 - 24	1	10.00		21	16.28		12	15.83
15 - 19	-	-		29	22.48		29	20.86
10 - 14	-	-		16	12.40		16	11.51
5 - 9	-	-		18	13.95		18	12.95
4 and below	-	-		10	7.75		10	7.19
Total	10	100.00%		129	100.00%		139	100.00%
Mean	32.0 years			18.5 years			19.5 years	
S.D.	5.8 years			9.8 years			10.2 years	

distributed, ranging from as low as four years or below to 40 years and higher. The highest number of these teachers, that is, 29 out of 129 or 22.48 percent have been in the service for 15-19 years. This was followed by 21 teachers

or 16.28 percent and 18 teachers or 13.95 percent whose length of service were 20-24 years and 5-9 years, respectively. Hence, the average length of service of the teachers was posted at 18.5 years with a standard deviation of 9.8 years, showing that the norm of the teacher-respondents' length of service ranged between 8.7 to 28.3 years. This indicates that these teachers have been teaching for quite a period of time, hence, they can be considered as experienced teachers.

Motivational Styles of the Elementary School Principals

The study looked into the motivational styles of the elementary school principals along eight categories, as follows: 1) autocratic, 2) benevolent-autocratic, 3) bureacratic, 4) compromiser, 5) executive, 6) developer, 7) missionary and 8) deserter. The perceptions of the elementary school principals themselves and the teacher-respondents were elicited and quantified in terms of the extent to which these styles were practiced - 5 for always (A), 4 for often (O), 3 for moderately practiced (M), 2 for slightly practiced (S) and 1 for never (N). The data collected relative to this are discussed in this section.

Autocratic Style. Table 7 depicts the perceptions of the principals and the teachers involved in the study

Table 7

**Extent to Which the School Principals Practice
Their Motivational Styles (Autocratic)**

Style Indicator	: 5 : (A)	: 4 : (D)	: 3 : (M)	: 2 : (S)	: 1 : (N)	Total	W.M.	Inter- preta- tion
1. Our principal wants the immediate accomplishment of tasks without human consideration.	(P) 1 (5) (T) 11 (55)	2 (8) 28 (112)	4 (12) 26 (78)	2 (4) 12 (24)	1 (1) 23 (23)	10 (30) 100 (292)	3.00 2.92	M M
2. He is tough but often ineffective because he has no concern for human relationship and he has little confidence in people.	(P) 1 (5) (T) 4 (20)	1 (4) 22 (88)	2 (6) 17 (51)	4 (8) 20 (40)	2 (2) 27 (27)	10 (25) 90 (226)	2.50 2.51	S M
3. Many of us fear and dislike him, so we work only when he applies direct pressure on us.	(P) 0 (0) (T) 4 (20)	0 (0) 9 (36)	1 (3) 34 (102)	5 (10) 22 (44)	4 (4) 29 (29)	10 (17) 98 (231)	1.70 2.35	S S
4. He believes that an average man has an inherent dislike for work and will avoid it if he can.	(P) 1 (5) (T) 4 (20)	2 (8) 10 (40)	4 (12) 29 (87)	2 (4) 30 (60)	1 (1) 11 (11)	10 (30) 84 (218)	3.00 2.59	M M
5. He think that people under him must be controlled, directed, coerced, and even threatened with punishment to make them productive.	(P) 1 (5) (T) 8 (40)	1 (4) 17 (68)	2 (6) 17 (51)	4 (8) 25 (50)	2 (2) 30 (30)	10 (25) 97 (239)	2.50 2.46	S S
6. He believes that people under him have no ambition so they wish to avoid responsibility but wants security above all.	(P) 0 (0) (T) 4 (20)	1 (4) 20 (80)	2 (6) 31 (93)	3 (6) 17 (34)	3 (3) 27 (27)	10 (19) 99 (254)	1.90 2.56	S M
7. He traits subordinates like machine and believes that subordinates must follow orders and nothing more.	(P) 0 (0) (T) 8 (40)	1 (4) 14 (56)	5 (15) 27 (81)	3 (6) 18 (36)	2 (2) 32 (32)	10 (26) 99 (245)	2.60 2.47	M S

cont'd. table 7

8. He makes plans by himself and introduces them for immediate implementation without motivation because he believes that the best committee is a one-man committee and that people work best alone.	(P)	0	0	1	5	4	10	1.70	S
	(0)	(0)	(3)	(10)	(4)	(17)			
	(T)	7	21	26	20	23	97	2.68	M
	(35)	(84)	(78)	(40)	(23)	(260)			
9. He handles conflicts and disagreements by suppressing them believing that they are but challenges to his authority and he does not forgive easily.	(P)	0	1	5	3	1	10	2.60	M
	(0)	(4)	(15)	(6)	(1)	(26)			
	(T)	5	11	30	25	32	103	2.33	S
	(25)	(44)	(90)	(50)	(32)	(241)			
10. His favorite expression is "Wait until you become" "Do what I say, but don't do what I do". Hence he gets blind obedience at best and gets desertion at worst.	(P)	0	0	1	5	4	10	1.70	S
	(0)	(0)	(3)	(10)	(4)	(17)			
	(T)	9	18	29	11	28	95	2.67	M
	(45)	(72)	(87)	(22)	(28)	(254)			
<hr/>									
Total	P	-	-	-	-	-	-	23.50	
	T	-	-	-	-	-	-	25.54	
<hr/>									
Grand Weighted Mean	P	-	-	-	-	-	-	2.35	S
	T	-	-	-	-	-	-	2.55	M

Legend : 4.51 - 5.00 Always (A)
 3.51 - 4.50 often (O)
 2.51 - 3.50 Moderately (M)
 1.51 - 2.50 Slightly (S)
 1.00 - 1.50 Never (N)

P - Principals' perceptions/responses
 T - Teachers' perceptions/responses

as perceived by the principals, they "moderately practice" four out of the ten listed indicators of autocratic style. Among these two indicators - "Our principal wants the immediate accomplishment of tasks without human consideration," and "He believes that an average man has

an inherent dislike for work and will avoid it if he can." The remaining six indicators obtained weighted means which belonged to "slightly practiced" range, where the highest was pegged at 2.50 for two statements, namely: 1) He is tough but often ineffective because he has no concern for human relationship and he has little confidence in people," and 2) He thinks that people under him must be controlled, directed, coerced, and even threatened with punishment to make them productive." The lowest weighted mean, however, was posted at 1.70 which was given to three indicators, viz: "Many of us fear and dislike him, so we work only when he applies direct pressure on us," "He makes plan by himself and introduces them for immediate implementation without motivation because he believes that the best committee is a one-man committee and that people work alone," and "His favorite expression is "wait until you become" "Do what I say, but don't do what I do, Hence he gets blind obedience at best and gets desertion at worst." On the whole, the principals assessed themselves that they "slightly practiced" autocratic motivational styles since the grand mean of their responses was pegged at 2.35.

From the same table, it can be observed that the teacher-respondents assessed their principals to have "moderately practiced" autocratic style of motivation along six out of ten indicators, and "slightly practiced" this

style for the four remaining indicators. The highest weighted mean was 2.92 or "moderately practiced" while the lowest weighted mean was 2.33 or "slightly practiced". These values corresponded to the statements that "Our principal wants the immediate accomplishment of tasks without human considerations" and "He handles conflicts and disagreements by suppressing them believing that they are but challenged to his authority and he does not forgive easily," respectively. The grand mean of the responses of the teachers was 2.55, indicating that in general, the teachers deemed that their principals "moderately practiced" autocratic motivational styles.

Benevolent Autocratic Style. Data shown in table 8 are the responses of the two groups of respondents relative to the extent to which the principals practice benevolent-autocratic style of motivation. It can be noted that the principals assessed themselves that they "often practiced" six out of the ten listed indicators of this style while for the three of the ten indicators they perceived themselves to have practiced them "moderately." Among the listed weighted means, the highest was 4.00 or "often" which referred to the statement "He loves and stays on top of his job, by and large and tries to get his job done and effect productivity." Meanwhile, the lowest weighted mean of 2.20

Table 8

**Extent to Which the School Principals Practice
Their Motivational Styles (Benevolent-Autocratic)**

Style Indicator	:	5	:	4	:	3	:	2	:	1	:	Total	:	W.M.	:	Inter-
	:	(A)	:	(O)	:	(M)	:	(S)	:	(N)	:		:		:	preta-
	:		:		:		:		:		:		:		:	tion
<hr/>																
1. Our principal has an implicit or inner trust in his own methods and procedures.	(P)	0		2		6		2		0		10		3.00		M
	(O)			(8)		(18)		(4)		(0)		(30)				
	(T)	25		25		24		17		10		101		3.37		M
		(125)		(100)		(72)		(34)		(10)		(341)				
2. He sells his decisions by persuading his subordinates to accept them and become effective in obtaining production.	(P)	1		5		3		1		0		10		3.60		O
	(O)			(20)		(9)		(1)		(0)		(36)				
	(T)	6		28		33		18		14		99		2.93		M
		(30)		(112)		(99)		(36)		(14)		(291)				
3. He often succeeds in getting other people to do what he wants to do without creating undue resentment.	(P)	1		6		2		1		0		10		3.70		O
	(O)			(24)		(6)		(2)		(0)		(37)				
	(T)	9		20		31		20		20		100		2.78		M
		(45)		(80)		(93)		(40)		(20)		(278)				
4. He has much orientation of a dictator except that he is far smoother.	(P)	0		0		2		6		2		10		2.20		S
	(O)			(0)		(6)		(12)		(2)		(22)				
	(T)	5		17		24		21		18		85		2.64		M
		(25)		(68)		(72)		(42)		(18)		(225)				
5. He often related that he has worked and rose through the ranks and attempted to improved his skills by learning from the errors.	(P)	1		5		3		1		0		10		3.60		O
	(O)			(20)		(9)		(2)		(0)		(36)				
	(T)	5		21		27		15		12		80		2.90		M
		(25)		(84)		(81)		(30)		(12)		(232)				
6. He is usually somewhat ambitious and tries to know organizational rules, methods and procedures very well.	(P)	0		2		6		2		0		10		3.00		M
	(O)			(8)		(18)		(4)		(0)		(30)				
	(T)	17		25		17		16		12		87		3.21		M
		(85)		(100)		(51)		(32)		(12)		(280)				
7. He loves and stays on top of his job, by and large and tries to get his job done and effect productivity.	(P)	2		6		2		0		0		10		4.00		O
	(O)			(24)		(6)		(0)		(0)		(40)				
	(T)	21		17		22		20		10		90		3.21		M
		(105)		(68)		(66)		(40)		(10)		(289)				

cont'd. table 8

8. While his production is high enough, he is not sure of how to get most out of people.	(P)	1	6	2	1	0	10	3.70	O
	(5)	(24)	(6)	(2)	(0)	(37)			
	(T)	7	17	28	18	12	82	2.86	M
	(35)	(68)	(84)	(36)	(12)	(235)			
9. He believes he is fully committed but this is not true for all people who work with him.	(P)	0	2	6	2	0	10	3.00	M
	(0)	(8)	(18)	(4)	(0)	(30)			
	(T)	6	22	26	18	13	85	2.88	M
	(30)	(88)	(78)	(36)	(13)	(245)			
10. He takes responsibility for identifying problems but takes additional steps in persuading his subordinates before announcing his decision or solution to the problem.	(P)	1	6	3	0	0	10	3.80	O
	(5)	(24)	(9)	(0)	(0)	(38)			
	(T)	11	27	27	15	10	90	3.15	M
	(55)	(108)	(81)	(30)	(10)	(284)			
Total	P	-	-	-	-	-	-	33.60	
	T	-	-	-	-	-	-	30.16	
Grand Weighted Mean	P	-	-	-	-	-	-	3.36	M
	T	-	-	-	-	-	-	3.02	M

Legend : 4.51 - 5.00 Always (A)
 3.51 - 4.50 often (O)
 2.51 - 3.50 Moderately (M)
 1.51 - 2.50 Slightly (S)
 1.00 - 1.50 Never (N)

P - Principals' perceptions/responses
 T - Teachers' perceptions/responses

or "slightly practiced" referred to the indicator that "He has much orientation of a dictator except that he is far smoother." Thus, the grand mean of the responses of the principals was posted at 3.36, implying that they perceived themselves to have practiced benevolent-autocratic motivational styles at a "moderate" level.

Meanwhile, relative to the perceptions of the teachers involved in the study, Table 8 show that all indicators obtained weighted means equivalent to "moderately practiced". The highest weighted mean was 3.37 for the statement that "Our principal has an implicit or inner trust in his own methods and procedures" while the lowest weighted mean of 2.64 was referred to the indicator that "He has much orientation of a dictator except that he is far smoother" Consequently, the grand mean of the responses of the teacher-respondents was posted at 3.01 or "moderately practiced" indicating that they perceived that their principals practiced benevolent-autocratic motivational style at a "moderate" level.

Bureaucratic Style. Contained in Table 9 are the perceptions of the principals themselves as well as the teachers in terms of the extent to which principals practice bureaucratic style of motivation. As revealed by this table the responses of the principals showed that they assessed themselves to have "moderately practiced" bureaucratic style along seven of the ten listed indicators and "slightly practiced" this style along the three remaining indicators, where the highest weighted mean was 3.50 or "moderately practiced" while the lowest was 2.20 or "slightly practiced". These values corresponded to the indicators

Table 9

**Extent to Which the School Principals Practice
Their Motivational Styles (Bureaucratic)**

Style Indicator	:	5	:	4	:	3	:	2	:	1	:	Total	:	W.M.	:	Inter-
	:	(A)	:	(O)	:	(M)	:	(S)	:	(N)	:		:		:	preta-
	:		:		:		:		:		:		:		:	tion
1. Our principal is not really interested in either task or human relations but regards himself as effective and efficient because he follows managerial rules and regulations.	(P)	0		2		6		2		0		10		3.00		M
	(O)			(8)		(18)		(4)		(0)		(30)				
	(T)	13		23		20		25		19		100		2.86		M
	(65)			(92)		(60)		(50)		(19)		(286)				
2. He gets less personally involved in problems, by getting through the right channels and follows rules exactly.	(P)	0		1		5		3		1		10		3.00		M
	(O)			(4)		(15)		(6)		(1)		(30)				
	(T)	14		31		32		19		16		112		3.07		M
	(70)			(124)		(96)		(38)		(16)		(344)				
3. He believes that existing and past practices are the only guidelines to follow because his orientation is to the rules of the game.	(P)	0		0		3		6		1		10		2.20		S
	(O)			(0)		(9)		(12)		(1)		(22)				
	(T)	10		27		25		20		11		93		3.05		M
	(50)			(108)		(75)		(40)		(11)		(284)				
4. His usual behavior is militaristic because he believes that rules and regulations should be strictly enforced.	(P)	0		0		4		6		0		10		2.40		S
	(O)			(0)		(12)		(12)		(0)		(24)				
	(T)	13		29		29		17		19		107		3.00		M
	(65)			(116)		(87)		(34)		(19)		(321)				
5. He subscribes to activities where performance is sometimes hard to measure but feels, that he is safe because he does not violate organizational rules.	(P)	0		2		6		2		0		10		3.00		M
	(O)			(8)		(18)		(4)		(0)		(30)				
	(T)	17		30		23		23		11		104		3.18		M
	(85)			(120)		(69)		(46)		(11)		(331)				
6. He produces few ideas for production and development of subordinates but feels fairly effective in that he follow rules.	(P)	0		2		6		2		0		10		3.00		M
	(O)			(8)		(18)		(4)		(0)		(30)				
	(T)	10		26		22		25		11		94		2.99		M
	(50)			(104)		(66)		(50)		(11)		(281)				
7. He believes that sound and mature relationship are difficult to	(P)	0		0		2		6		2		10		2.00		S
	(O)			(0)		(6)		(12)		(2)		(20)				

cont'd. table 9

achieve and that long-run planning(T)	5	32	24	14	12	87	3.05	M
is not a good idea because he is	(25)	(128)	(72)	(28)	(12)	(265)		
firmlly tied to what the organization								
did last time.								
8. His favorite expression is	(P) 0	6	2	2	0	10	3.40	M
"Follow rules and you will never	(0)	(24)	(6)	(4)	(0)	(34)		
go far wrong".	(T) 27	22	18	15	9	91	3.47	M
	(135)	(88)	(54)	(30)	(9)	(316)		
9. Another favorite expression is	(P) 0	6	3	1	0	10	3.50	M
"Let's see how we did it last time,	(0)	(24)	(9)	(2)	(0)	(35)		
for everyting has been laid down	(T) 11	21	34	18	12	96	3.01	M
for us".	(55)	(84)	(102)	(36)	(12)	(289)		
10. He believes that the best	(P) 0	2	6	2	0	10	3.00	M
creativity is coming from the	(0)	(8)	(18)	(4)	(0)	(30)		
Head Office.	(T) 13	23	27	28	15	106	2.91	M
	(65)	(92)	(81)	(56)	(15)	(309)		
Total	P -	-	-	-	-	-	28.50	
	T -	-	-	-	-	-	30.59	
Grand Weighted Mean	P -	-	-	-	-	-	2.80	M
	T -	-	-	-	-	-	3.06	M

Legend : 4.51 - 5.00 Always (A)
 3.51 - 4.50 often (O)
 2.51 - 3.50 Moderately (M)
 1.51 - 2.50 Slightly (S)
 1.00 - 1.50 Never (N)

P - Principals' perceptions/responses

T - Teachers' perceptions/responses

that "Another favorite expression is "Let's see how we did it last time, for everything have been laid down for us," and "He believes that existing and past practices are the only guidelines to follow because his orientation is to the rules of the game," respectively. Consequently, the grand

mean was posted at 2.80 indicating that the principals considered themselves to have practiced bureaucratic motivational styles "moderately."

For the teachers' part, it was shown by Table 9 that the weighted means obtained for the ten listed indicators corresponded to "moderately practiced" range. Among these, the highest weighted mean was 3.47 while the lowest was 2.86 for the statements: 1) His favorite expression is "follow rules and you will never go far wrong," and 2) Our principal is not really interested in either task or human relations but regards himself as effective and efficient because he follows managerial rules and regulations," respectively. Hence, the teachers involved in the study perceived their principals to have practiced moderately the bureaucratic style of motivation as evidenced by the grand mean which was pegged at 3.06.

Compromiser Style. The perceptions of the two categories of respondents on the extent to which principals practice the compriser style of motivation are reflected in Table 10. As can be observed, the responses of the principals revealed that they perceived themselves to have practiced "Often" six indicators, "moderately" three indicators and "slightly" one indicator. The indicator which states that "He tries to minimize immediate problems

Table 10

**Extent to Which the School Principals Practice
Their Motivational Styles (Comprisor as
Perceived by the Principals Themselves**

Style Indicator		5	4	3	2	1	Total	W.M.	Inter-
		(A)	(O)	(M)	(S)	(N)			preta-
									tion
1. Our principal is oriented both task and relationship but is reluctant or unwilling to integrate these ideas to make sound decisions and he prefers to be neutral or ambivalent.	(P)	1	6	2	1	0	10	3.70	0
	(5)	(24)	(6)	(2)	(0)	(37)			
	(T)	11	17	26	20	1	75	3.22	M
	(55)	(68)	(78)	(40)	(1)	(242)			
2. He tends to make decisions only when under the most recent or heaviest pressure.	(P)	1	5	2	2	0	10	3.50	M
	(5)	(20)	(6)	(4)	(0)	(35)			
	(T)	6	19	31	17	19	92	2.95	M
	(30)	(76)	(93)	(34)	(19)	(272)			
3. He tries to minimize immediate problems rather than maximize long term production.	(P)	1	7	1	1	0	10	3.80	0
	(5)	(28)	(3)	(2)	(0)	(38)			
	(T)	12	16	27	13	11	79	3.06	M
	(60)	(64)	(81)	(26)	(11)	(242)			
4. He attempts to keep those people who can influence his career as happy as possible.	(P)	1	6	2	1	0	10	3.70	0
	(5)	(24)	(6)	(2)	(0)	(37)			
	(T)	13	20	24	21	6	84	3.15	M
	(65)	(80)	(72)	(42)	(6)	(265)			
5. He pushes for performance but not to hard and therefore never does anything so well.	(P)	0	2	6	2	0	10	3.00	M
	(0)	(8)	(18)	(4)	(0)	(30)			
	(T)	8	20	27	22	7	84	3.00	M
	(40)	(80)	(81)	(44)	(7)	(252)			
6. While he would not condone very poor performance he shows that he does not expect high performance.	(P)	1	6	2	1	0	10	3.70	0
	(5)	(24)	(6)	(2)	(0)	(37)			
	(T)	6	28	31	19	7	91	3.07	M
	(30)	(112)	(93)	(38)	(7)	(280)			

cont'd. table 10

7. He is convinced that optimum production is a but a dream, thus perpetuates mediocrity.	(P)	1	2	5	2	0	10	3.20	M
	(5)	(8)	(15)	(4)	(0)	(32)			
	(T)	3	27	36	28	16	110	2.75	M
	(15)	(108)	(108)	(56)	(16)	(303)			
8. He thinks that any plan must be a series of compromise and he looks only for well work. that is, if it seems to work, he is in favor of it.	(P)	1	6	2	1	0	10	3.70	O
	(5)	(24)	(6)	(2)	(0)	(37)			
	(T)	5	26	22	22	11	86	2.90	M
	(25)	(104)	(66)	(44)	(11)	(250)			
9. If he can fool some people he thinks that's good enough without considering possible repercussions later.	(P)	0	1	2	6	1	10	3.30	S
	(0)	(4)	(6)	(12)	(1)	(23)			
	(T)	4	14	18	28	24	88	2.38	S
	(20)	(56)	(54)	(56)	(24)	(210)			
10. His favorite expressions is "Let's make everyone say."	(P)	1	6	2	1	0	10	3.70	O
	(5)	(24)	(6)	(2)	(0)	(37)			
	(T)	11	15	21	29	25	101	2.58	M
	(55)	(60)	(63)	(58)	(25)	(261)			
Total	P	-	-	-	-	-	-	24.30	
	T	-	-	-	-	-	-	29.06	
Grand Weighted Mean	P	-	-	-	-	-	-	3.43	M
	T	-	-	-	-	-	-	2.91	M

Legend :

4.51 - 5.00	Always	(A)
3.51 - 4.50	often	(O)
2.51 - 3.50	Moderately	(M)
1.51 - 2.50	Slightly	(S)
1.00 - 1.50	Never	(N)

P - Principals' perceptions/responses
T - Teachers' perceptions/responses

rather than maximize long term production: obtained the highest weighted mean of 3.80 or "often" while the indicator that "If he can fool some people, he thinks thats' good enough without considering possible repercussions later" got

the lowest weighted mean of 2.30 or "slightly practiced." Therefore, the grand mean of the responses of the principals was posted at 3.43, implying that this group of respondents considered themselves to have practiced "moderately" the compromiser style of motivation.

On the part of the teacher-respondents, they considered the principals to have practiced moderately nine indicators of the compromiser motivational style. For the remaining one indicator, they deemed the principals to have practiced "slightly" this indicator. Among these, the highest weighted mean turned out to be 3.22 or "moderately practiced," referring to "Our principal is oriented to both task and relationship but is reluctant or unwilling to integrate these ideas to make sound decisions and he prefers to be neutral or ambivalent". Meanwhile, the lowest weighted mean of 2.38 or "slightly practiced" corresponded to "If he can fool some people he thinks that's good enough without considering possible repercussion later". On the whole, the teachers deemed the principals to have practiced "moderately" the compromiser motivational style as evidenced by the grand mean value of 2.91.

Executive Style. Presented in Table 11 are perceptions of the principals and teachers on the extent to which principals practiced Executive Motivational Style. As

Table 11

**Extent to Which the School Principals Practice
Their Motivational Styles (Executive)**

Style Indicator	:	5	:	4	:	3	:	2	:	1	:	Total	:	W.M.	:	Inter-
	:	(A)	:	(O)	:	(M)	:	(S)	:	(N)	:		:		:	pretation
	:	:	:	:	:	:	:	:	:	:	:		:		:	
1. Our principal is a fully effective manager and sees that his job is getting the best out of others.	(P)	7		2		1		0		0		10		4.60		A
		(35)		(8)		(3)		(0)		(0)		(46)				
	(T)	16		38		28		11		14		107		3.29		M
		(80)		(152)		(84)		(22)		(14)		(352)				
2. He sets high standards for production and performance but recognizes that he will have to treat everyone differently.	(P)	1		6		2		1		0		10		3.70		O
		(5)		(24)		(6)		(2)		(0)		(37)				
	(T)	8		25		24		26		18		101		2.79		M
		(40)		(100)		(72)		(52)		(18)		(282)				
3. His commitment to both task and relationship is evident to all and this sets an example to them, thus producing a smoothly functioning and efficient team.	(P)	2		5		3		0		0		10		3.90		O
		(10)		(20)		(9)		(0)		(0)		(39)				
	(T)	25		21		28		14		10		98		3.97		M
		(125)		(84)		(84)		(28)		(10)		(331)				
4. He creates the atmosphere of pulling on the same rope in the same direction and arouses participation and by it obtains commitment for all.	(P)	1		6		2		1		0		10		3.70		O
		(50)		(24)		(6)		(2)		(0)		(37)				
	(T)	26		25		32		11		12		106		3.40		M
		(130)		(100)		(96)		(22)		(12)		(360)				
5. He strives to obtain involvement in planning and execution and this obtains the best thinking of all and gives a chance to every mature person to exercise dependence and independence.	(P)	1		6		2		1		0		10		3.70		O
		(5)		(24)		(6)		(2)		(0)		(37)				
	(T)	12		29		22		14		6		83		3.33		M
		(60)		(116)		(66)		(28)		(6)		(276)				
6. He is broad-minded enough to assess the organizational climate and believes that human needs and organizational goals can be integrated.	(P)	1		7		1		1		0		10		3.80		O
		(5)		(28)		(3)		(2)		(0)		(38)				
	(T)	26		19		20		16		16		97		3.23		M
		(130)		(76)		(60)		(32)		(16)		(314)				

cont'd. table 11

7. He observes that at times it is best for him to make decisions and then simply announce them, but that at other times, the whole team must reach consensus.	(P)	1	6	3	0	0	10	4.70	M
		(5)	(24)	(9)	(0)	(0)	(47)		
	(T)	8	29	28	13	13	91	3.06	M
		(40)	(116)	(84)	(26)	(13)	(279)		
8. He welcomes disagreements and conflicts, instead of suppressing them because he believes that such behavior is normal, appropriate and necessary in order to finally agree.	(P)	1	6	2	1	0	10	3.70	O
		(5)	(24)	(6)	(2)	(0)	(37)		
	(T)	12	36	18	18	21	105	3.00	M
		(60)	(144)	(54)	(36)	(21)	(315)		
9. He knows that there is always a possibility that difference could be worked out, that conflict can be solved and that, when this is done, commitment will result.	(P)	1	7	1	1	0	10	3.80	O
		(5)	(28)	(3)	(2)	(0)	(38)		
	(T)	30	24	24	20	27	125	3.08	M
		(150)	(96)	(72)	(40)	(27)	(385)		
10. He is a moral builder but his works team experiences high morale, thus all his men work hard and all the teams feel intimately involved in both successes or failures.	(P)	3	6	1	0	0	10	4.20	O
		(15)	(24)	(3)	(0)	(0)	(42)		
	(T)	20	26	25	20	7	98	3.32	M
		(100)	(104)	(75)	(40)	(7)	(326)		
<hr/>									
Total	P	-	-	-	-	-	-	39.80	
	T	-	-	-	-	-	-	31.87	
<hr/>									
Grand Weighted Mean	P	-	-	-	-	-	-	3.98	O
	T	-	-	-	-	-	-	3.19	M

Legend : 4.51 - 5.00 Always (A)
 3.51 - 4.50 often (O)
 2.51 - 3.50 Moderately (M)
 1.51 - 2.50 Slightly (S)
 1.00 - 1.50 Never (N)

P - Principals' perceptions/responses
 T - Teachers' perceptions/responses

revealed by the said table, two out of the ten listed indicators was considered "often practiced" by the principals themselves while the two remaining indicators

were perceived by the principals as "always practiced" by them. Among these indicators, the statement that "He observes that at times it is best for him to make decisions and then simply announce them, but that at other times, the whole team must reach consensus " obtained the highest weighted mean of 4.70 or "always ." On one hand, the lowest weighted mean of 3.70 was obtained by four indicators, viz: 1) He sets high standards for production and performance but recognizes that he will have to treat everyone differently, 2) He creates the atmosphere of pulling on the same rope in the same direction and arouses participation and by it obtained commitment for all, 3) He strives to obtain involvement in planning and execution and this obtains the best thinking of all and gives a chance to everyone. Mature person to exercise dependence and independence, and 4) He welcomes disagreements and conflicts, instead of suppressing them because he believes that such behavior is normal, appropriate and necessary in order to finally agree. Thus, the grand mean of the responses of the principles which was pegged at 3.98 signifies that the principals considered themselves to have practiced "often" the executive style of motivation.

For the teachers' responses, it can be noted from table 11 that all the listed indicators obtained weighted means which corresponded to "moderately practiced" range.

Among these, the highest weighted mean was 2.79. This value referred to " He creates the atmosphere of pulling on the same rope in the same direction and arouses participation and by it obtains commitment for all" and " He sets high standards for production and performance but recognizes that he will have to treat everyone differently," respectively. Consequently, the teachers, involved in the study perceived the principals to have practiced the executive motivational style " moderately " inasmuch as the grand mean resulted to 3.19.

Developer Style. The data contained in Table 12 pertain to the perceptions of the two groups of respondents relative to the extent to which principals practice developer style of motivation. As depicted by this table, the principals' responses showed that seven out of the ten listed indicators under this style obtained weighted means which means "often" while the three other indicators were rated as "moderately" practiced by the principals themselves. Furthermore, the highest weighted mean turned out to be 3.90 or "often" for the statement " He has some interesting assumptions about various types of work and he knows how to encourage people to produce more. " The lowest weighted of 3.30 was obtained by the two indicators - " Our principal has an implicit or inner trust in people rather than his own

Table 12

**Extent to Which the School Principals Practice
Their Motivational Styles (Developer)**

Style Indicator	:	5	:	4	:	3	:	2	:	1	:	Total	:	W.M.	:	Inter-
	:	(A)	:	(O)	:	(H)	:	(S)	:	(N)	:		:		:	preta-
	:		:		:		:		:		:		:		:	tion
1. Our principal has an implicit or inner trust in people rather than his own self.	(P)	1		2		6		1		0		10		3.30		M
	(5)			(8)		(18)		(2)		(0)		(33)				
	(T)	13		17		25		30		9		94		2.95		M
	(65)			(68)		(75)		(60)		(9)		(277)				
2. He is compassionate yet quite effective in motivating people because he is evidently concerned with developing the talents of other people.	(P)	1		6		2		1		0		10		3.70		O
	(5)			(24)		(6)		(2)		(0)		(37)				
	(T)	22		24		29		14		9		98		3.36		M
	(110)			(96)		(87)		(28)		(9)		(330)				
3. He has low visibility and seemingly silent turning engineers into general managers which no one seem to notice until he is gone.	(P)	1		2		6		1		0		10		3.30		M
	(5)			(8)		(18)		(2)		(0)		(33)				
	(T)	6		17		35		22		13		93		2.80		M
	(30)			(68)		(105)		(44)		(13)		(260)				
4. He job function is seen by all as a very pleasant one because there is usually so much cooperation, commitment and output in his own and associated groups.	(P)	1		6		2		1		0		10		3.70		O
	(5)			(24)		(6)		(2)		(0)		(37)				
	(T)	19		30		30		6		9		94		3.46		M
	(95)			(120)		(90)		(12)		(9)		(326)				
5. Although he spends a lot of time with his subordinates, his skill in creating such condition often goes un-noticed because he does not brag.	(P)	0		7		2		1		0		10		3.60		O
	(0)			(28)		(6)		(2)		(0)		(36)				
	(T)	13		28		31		9		8		89		3.32		M
	(65)			(112)		(93)		(18)		(8)		(296)				
6. He gives his subordinates as many new responsibilities as he can because he knows that an average person can produce far beyond his capacity.	(P)	1		6		2		1		0		10		3.70		O
	(5)			(24)		(6)		(2)		(0)		(37)				
	(T)	12		27		26		13		9		87		3.22		M
	(60)			(108)		(78)		(26)		(9)		(281)				

cont'd. table 12

7. He has some interesting assumptions about various types of work and he knows how to encourage people to produce more.	(P) 1 (5) (T) 23 (115)	7 (28) 22 (88)	2 (6) 23 (69)	0 (0) 25 (50)	0 (0) 5 (5)	10 (39) 98 (327)	3.90 3.33	0 M
8. He believes that people enjoy working even without being watched because work is as natural as play and rest.	(P) 0 (0) (T) 21 (105)	8 (32) 28 (112)	1 (3) 15 (45)	1 (2) 20 (40)	0 (0) 7 (7)	10 (37) 91 (309)	3.70 3.39	0 M
9. He believes that people seek responsibility and therefore want to exercise self-direction and self-control.	(P) 1 (5) (T) 17 (85)	6 (24) 30 (120)	2 (6) 23 (69)	1 (2) 11 (22)	0 (0) 8 (8)	10 (37) 89 (304)	3.70 3.41	0 M
10. He believes that talents, intelligence, imagination and creativity are widely distributed in the population and are not held almost solely by managers.	(P) 0 (0) (T) 19 (95)	6 (24) 39 (156)	3 (9) 21 (63)	1 (2) 9 (18)	0 (0) 9 (9)	10 (35) 97 (341)	3.50 3.51	M M
Total	P - T -	- -	- -	- -	- -	- -	36.10 32.75	
Grand Weighted Mean	P - T -	- -	- -	- -	- -	- -	3.61 3.28	0 M

Legend : 4.51 - 5.00 Always (A)
 3.51 - 4.50 often (O)
 2.51 - 3.50 Moderately (M)
 1.51 - 2.50 Slightly (S)
 1.00 - 1.50 Never (N)

P - Principals' perceptions/responses
 T - Teachers' perceptions/responses

self" and "He has low visibility and seemingly silently turning engineers into general managers which no one seem to notice until he is gone. Thus, the grand mean of the responses of the principals was pegged at 3.61, indicating

that they assessed themselves to have practiced "often" the developer style of motivation.

As perceived by the teachers, the principals practiced "moderately" nine out of the ten listed indicators, and "often" the remaining one indicator. Of these, the highest weighted mean was posted at 3.51 or "often" for the statement "He believes that talents, intelligence, imagination and creativity are widely distributed in the population and are not held almost solely by managers." on one hand, the statement that "He has low visibility and seemingly silently turning engineers into general managers which no one seem to notice until he is gone" obtained the least mean value of 2.80 or "moderately practiced." On the whole, the teachers involved in the study considered the principals to have practiced moderately the developer motivational styles evidenced by the resulting grand mean of 3.28.

Missionary Style. Table 13 contains data the perceptions of the principals and teachers about the extent to which the principals practice the missionary motivational style. As depicted by the said table, four indicators were deemed "often practiced" by the principals; three indicators were assessed to be "slightly practiced"; two were considered "moderately practiced" and one indicator was

Table 13

**Extent to Which the School Principals Practice
Their Motivational Styles (Missionary)**

Style Indicator	:	5	:	4	:	3	:	2	:	1	:	Total	:	W.M.	:	Inter-
	:	(A)	:	(O)	:	(M)	:	(S)	:	(N)	:		:		:	preta-
	:		:		:		:		:		:		:		:	tion
1. Our principal behaves like a kindly soul who puts human relationships and harmony above all else.	(P)	1		2		6		1		0		10		3.30		M
	(5)			(8)		(18)		(2)		(0)		(33)				
	(T)	24		20		28		11		10		93		3.39		M
	(120)			(80)		(84)		(22)		(10)		(316)				
2. He believes that people, no matter how tough and stubborn can be influenced by a soft and mild fatherly or brotherly treatment.	(P)	2		2		5		1		0		10		3.50		M
	(10)			(8)		(15)		(2)		(0)		(35)				
	(T)	24		22		26		18		5		95		3.44		M
	(120)			(88)		(78)		(36)		(5)		(327)				
3. He invokes the authority and sanction of Divine providence in most of his actuations.	(P)	3		4		3		0		0		10		4.00		O
	(15)			(16)		(9)		(0)		(0)		(40)				
	(T)	19		34		19		20		7		99		3.38		M
	(95)			(136)		(57)		(40)		(7)		(335)				
4. He believes that the best and most effective means of motivating people is to implore the aid of Divine providence.	(P)	2		5		2		1		0		10		3.80		O
	(10)			(20)		(6)		(2)		(0)		(38)				
	(T)	24		24		23		16		7		94		3.44		M
	(120)			(96)		(69)		(32)		(7)		(324)				
5. He also believes that in the midst of controversies and chaos, God is always there to intercede for both conflicting parties.	(P)	2		6		1		1		0		10		3.90		O
	(10)			(24)		(3)		(2)		(0)		(39)				
	(T)	20		25		17		14		7		83		3.44		M
	(100)			(100)		(51)		(28)		(7)		(286)				
6. He is patient most of the time always hoping that God will take care of all conflicts beyond human control.	(P)	2		5		3		1		0		10		3.80		O
	(10)			(20)		(9)		(2)		(0)		(39)				
	(T)	22		22		23		20		8		95		3.31		M
	(110)			(88)		(69)		(40)		(8)		(315)				
7. He is weak because he abhors engaging in conflicts even if he is the one oppressed.	(P)	0		0		2		7		1		10		2.10		S
	(0)			(0)		(6)		(14)		(1)		(21)				
	(T)	4		29		25		16		10		84		3.01		M
	(20)			(116)		(75)		(32)		(10)		(253)				

cont'd. table 13

8. He believes that God has his own designs, so he accepts whatever fortune or fate that befalls him.	(P)	0	0	1	8	1	10	2.00	S
	(0)	(0)	(3)	(16)	(1)	(20)			
	(T)	18	20	26	7	8	79	3.41	M
		(90)	(80)	(78)	(14)	(8)	(270)		
9. He easy-going believing that faith will always prevail over uncertainties.	(P)	0	0	0	8	2	10	1.80	S
	(0)	(0)	(0)	(16)	(2)	(18)			
	(T)	19	24	25	15	7	90	3.36	M
		(95)	(96)	(75)	(30)	(7)	(303)		
10. He is finally in effective because he presumes that people always strive to act as humanly as possible.	(P)	0	0	0	0	10	10	1.00	N
	(0)	(0)	(0)	(0)	(10)	(10)			
	(T)	20	20	23	20	8	91	3.26	M
		(180)	(80)	(69)	(40)	(8)	(297)		
<hr/>									
Total	P	-	-	-	-	-	-	29.50	
	T	-	-	-	-	-	-	33.44	
<hr/>									
Grand Weighted Mean	P	-	-	-	-	-	-	2.95	M
	T	-	-	-	-	-	-	3.34	M

Legend : 4.51 - 5.00 Always (A)
 3.51 - 4.50 often (O)
 2.51 - 3.50 Moderately (M)
 1.51 - 2.50 Slightly (S)
 1.00 - 1.50 Never (N)

P - Principals' perceptions/responses

T - Teachers' perceptions/responses

considered "not practiced". Moreover, the highest weighted mean was posted at 4.00 or "often practiced" for the statement "He involves the authority and sanction of Divine Providence in most of his actuations," and the lowest weighted mean of 1.00 or never pertained to "He is finally ineffective because he presumes that people always strive to act as humanly as possible." The grand mean of the responses

of the principals was pegged at 2.95, implying that on the whole, the principals assessed themselves to have practiced "moderately" the missionary style of motivation.

From the same table, the teachers' responses showed that they considered the principals to have practiced all the indicators of missionary style "moderately" in as much as the weighted means obtained coincided in the "moderately practiced" category. Furthermore, it can be gleaned from the said table that the highest weighted mean was 3.44 which referred to three indicators, as follows: 1) He believes that people, no matter how tough and stubborn can be influenced by a soft and mild fatherly or brotherly treatment, 2) He believes that the best and the most effective means of motivating people is to implore the aid of Divine Providence, and 3) He also believes that in the midst of controversies and chaos, God is always there to intercede for both conflicting parties. The lowest weighted mean of 3.01 referred to the indicator that "He is weak oppressed." Hence, the grand mean of the responses of the teacher-respondents was 3.34, denoting that as assessed by the teachers, the principals "moderately" practiced the missionary motivational style.

Deserter Style. Presented in Table 14 are data relative to the perceptions of the principals and teachers on the

Table 14

**Extent to Which the School Principals Practice
Their Motivational Styles (Deserter)**

Style Indicator	:	5	:	4	:	3	:	2	:	1	:	Total	:	W.M.	:	Inter-
	:	(A)	:	(O)	:	(M)	:	(S)	:	(N)	:		:		:	preta-
	:		:		:		:		:		:		:		:	tion
1. Our principal lacks interest in both task and human interest.	(P)	0		0		0		1		9		10		1.10		M
	(O)	(0)		(0)		(0)		(2)		(9)		(11)				
	(T)	4		17		27		16		39		103		2.33		S
		(20)		(68)		(81)		(32)		(39)		(240)				
2. He is ineffective, not only because of his lack of interest but also because of his effect on morale.	(P)	0		0		0		0		10		10		1.00		M
	(O)	(0)		(0)		(0)		(0)		(10)		(10)				
	(T)	3		20		24		13		29		89		2.49		S
		(15)		(80)		(72)		(2)		(29)		(222)				
3. He may not actively desert or escape from responsibility but may also hinder performance of others through intervention or by intentionally withholding necessary information.	(P)	0		0		0		0		10		10		1.00		N
	(O)	(0)		(0)		(0)		(0)		(10)		(10)				
	(T)	5		12		36		24		25		102		3.49		S
		(25)		(48)		(108)		(48)		(25)		(254)				
4. He often prefers large rather than small organization to camouflage his desertion.	(P)	0		0		0		1		9		10		1.10		N
	(O)	(0)		(0)		(0)		(2)		(9)		(11)				
	(T)	1		14		34		21		28		98		2.37		S
		(5)		(56)		(102)		(42)		(28)		(233)				
5. He thinks he is treated unfairly so he ignores the organization as much as possible.	(P)	0		0		0		9		1		10		1.98		S
	(O)	(0)		(0)		(0)		(18)		(1)		(19)				
	(T)	1		16		20		26		23		86		2.37		S
		(5)		(64)		(60)		(52)		(23)		(204)				
6. He often offends or hurts the other members of the group in a very clever way so that it is only by close observation that he is detected.	(P)	0		0		0		1		9		10		1.10		N
	(O)	(0)		(0)		(0)		(2)		(9)		(11)				
	(T)	3		13		24		21		29		90		2.33		S
		(15)		(52)		(72)		(42)		(29)		(210)				
7. In a more refined way, he resists change or accepts it and then	(P)	0		0		0		1		9		10		1.10		N
	(O)	(0)		(0)		(0)		(2)		(9)		(11)				

table 14 cont'd.

quietly sabotage it, making all things difficult to achieve maximum output.	(T)	4 (20)	13 (52)	32 (96)	14 (28)	16 (16)	79 (212)	2.68	M
8. He remains uninvolved in all issues and sends things to committee to busy to bury them totally.	(P)	0 (0)	0 (0)	1 (3)	4 (8)	5 (5)	10 (16)	1.60	S
	(T)	2 (10)	15 (60)	28 (84)	29 (58)	17 (17)	91 (229)	2.51	M
9. His favorite expression is "If at first you don't succeed, give up".	(P)	0 (0)	0 (0)	0 (0)	0 (0)	10 (10)	10 (10)	1.00	N
	(T)	4 (20)	9 (36)	24 (72)	17 (34)	25 (25)	79 (187)	2.36	S
10. He loves his job, it's the work he hates. If he does not understand the work he opposed it, saying that mistakes are bound to happen if we insist doing it.	(P)	0 (0)	0 (0)	1 (3)	4 (8)	5 (5)	10 (16)	1.60	S
	(T)	5 (25)	18 (72)	27 (81)	18 (36)	26 (26)	94 (240)	2.54	M
Total	P	-	-	-	-	-	-	12.50	
	T	-	-	-	-	-	-	24.48	
Grand Weighted Mean	P	-	-	-	-	-	-	1.25	N
	T	-	-	-	-	-	-	2.45	S

Legend : 4.51 - 5.00 Always (A)
 3.51 - 4.50 often (O)
 2.51 - 3.50 Moderately (M)
 1.51 - 2.50 Slightly (S)
 1.00 - 1.50 Never (N)

P - Principals' perceptions/responses
 T - Teachers' perceptions/responses

extent to which principals practice the deserter style of motivation. It can be noted from this table that the principals considered themselves to have "slightly practiced" three indicators out of the ten listed indicators under this style. Meanwhile, they assessed themselves as

"not practiced" under the seven remaining indicators. Moreover, the highest weighted mean was pegged at 1.90 or "slightly practiced" for the indicator that "He thinks he is treated unfairly so he ignores the organization as much as possible," and the lowest weighted mean of 1.00 or "not practiced" was given to three indicators - "He is ineffective, not only because of his lack of interest but also because of his effect on morale," "He may not actively desert or escape from responsibility but may also hinder performance of others through intervention or by intentionally withholding necessary information," and "His favorite expression is: 'If at first you don't succeed, give up.'" Consequently, the grand mean of the responses of the principals resulted to 1.25, indicating that they perceived themselves "not to have practiced" deserter motivational style.

Relative to the teacher-respondents' assessment, the distribution of their answer revealed that seven indicators were considered by them as "slightly practiced". The indicator that "In a more refined way, he resists change or accepts it and then quietly sabotage it, making all things difficult to achieve maximum output" got a weighted mean of 2.68 or "moderately practiced" while the statements that "our principals lack interest in both task and human relationships" and "He often offends or hurts the other

members of the group in a very clever way so that it is only by close observation that he is detected" obtained the least mean value of 2.33 or "slightly practiced." In general, the teachers who participated in the study assessed the principals to have "practiced moderately" the deserter motivational style. This is supported by the fact that the grand mean resulted to 2.45.

Comparison of the Perceptions of the Principals and Teacher on the Motivational Styles of Principals

Table 15 summarizes the perceptions of the principals themselves as well as the teacher pertaining to the extent to which the principals practice the eight different motivational styles. As revealed by the said table, the highest weighted mean on the part of the principals' perception was posted at 3.98, followed by 3.61 both mean "often" for executive and developer motivational styles, respectively. This is indicative of the fact that the principals assessed themselves to practice "often" these two styles. Meanwhile the lowest weighted mean of 1.25 or "never" corresponded to the "deserter" style which means that the principals did not consider themselves as "deserter", that they faced the challenges that are inherent in their positions. The next style which followed the lowest weighted mean was the autocratic style which obtained

Table 15

**Summary of the Perceptions of the Principals
Themselves and the Teachers on the
Motivational Styles of Principals**

Style	: Respondents		Category		: Total		: Combined
	: Principals		: Teachers		: Total		: Mean/
							: Interpre-
	: WM	: Inter-	: WM	: Inter-	:	:	: tation
	:	:pretation:	:	:pretation:	:	:	:
1. Autocratic	2.35	S	2.55	M	4.90	2.45	S
2. Benevolent - Autocratic	3.36	M	3.02	M	6.38	3.19	M
3. Bureaucratic	2.80	M	3.06	M	5.86	2.93	M
4. Compromiser	3.43	M	12.91	M	6.34	3.17	M
5. Executive	3.98	O	3.19	M	7.17	3.19	O
6. Developer	3.61	O	3.28	M	6.89	3.45	M
7. Missionary	2.95	M	3.34	M	6.29	3.15	M
8. Deserter	1.25	N	2.45	S	3.70	1.85	S
Total	13.73	-	23.80	-	-	23.78	-
Over-all Mean	2.97	M	2.98	M	5.95	2.98	
Computed t-value:	0.03						
Tabular t-value:	2.145	$\alpha = .05$ and $df= 14$					
Evaluation:	Accept H_0						

a value of 2.35 or "slightly practiced", indicating that

principals perceived themselves to be autocratic only for the few instances.

Relative to the perceptions of the teachers, the missionary style registered the highest weighted mean of 3.34 or "moderately practiced". This imply that the teachers considered their principals to be missionaries and developer most of the time. The lowest weighted mean of 2.45 or "slightly practiced" was referred to "deserter style" denoting that among the eight listed styles, the teachers perceived their principals to use the deserter style the least number of instances.

As a whole, the over-all means of the responses of the principals and teachers were 2.97 and 2.98, respectively both mean "moderately used". Qualitatively, the responses of the two groups showed a numerical difference of 0.01. To ascertain whether there existed a significant difference between the perceptions of the two groups of respondents, t-test for independent samples was applied. The result of this analysis revealed that the computed t-value of 0.03 was numerically lesser than the tabular t-value of 2.145 at .05 level of significance and degrees of freedom=14. Hence, the hypothesis which states that "There is no significant difference between the perceptions of the principals and the teachers on the extent to which principals practice

the different motivational styles" was accepted. This means that the two groups of respondents gave more or less the same perceptions on the motivational styles of the principals. Thus, this implies that the responses provided by the respondents were based on their objective assessments.

Taking the combined responses of the principals themselves and the teachers, it can be inferred that executive motivational style was the most frequently practiced by the elementary school principals with a combined mean value of 3.59 or "often" followed by developer motivational style with a combined mean of 3.45 or "moderately practiced". On one hand, deserter style of motivation was considered by the two groups of respondents as the least used among the eight motivational styles which posted a combined mean of 1.85 or "slightly practiced". The data just presented are indicative of the fact that in general, the elementary school principals of the Division of Samar manifested professionalism in the discharge of their functions and they face their responsibilities squarely. They showed exemplary behavior in performing their tasks to prompt their teachers to be effective in developing the minds of their pupils.

Problems Encountered by the Principals and Teachers

This part of the chapter discusses the problems encountered by the two groups of respondents pertaining to the motivational styles of the principals. The responses were quantified on the basis of the extent to which the principals and teachers feel the problems, where 5 means extremely felt, 4 means highly felt, 3, 2 and 1 mean moderately felt, slightly felt and not felt, respectively. The data are herein presented by groups or category of respondents.

As Perceived by the Principals. Contained in Table 16 are the perceived problems of the principals, where out of the ten listed problems, two were assessed by the principal respondent as highly felt, namely: "Limited educational facilities and resources" and "Misinterpretation of good intentions" with weighted means of 3.80 and 3.60, respectively. Furthermore, there were six problems which were considered "moderately felt" by the principals. Among these, the highest weighted mean was posted at 3.30 for the problem "Lack of support from subordinates". The lowest weighted mean for the "moderately felt" range was pegged at 2.80 which referred to two problems "Lack time supervision" and "Lack of community resources". Moreover, the two

remaining problems obtained weighted means of 2.30 and 2.00, both mean "slightly felt" which are: 1) Lack of rapport with parents, and 2) Uncooperativeness of some subordinates, respectively. On the whole, problems relative to

Table 16

**Problems Relative to the Motivational Styles
of Principals as Perceived by the
Principals Themselves**

Problems	: 5 : : (EF) :	: 4 : : (HF) :	: 3 : : (MF) :	: 2 : : (SF) :	: 1 : : (NF) :	Total : :	W.M. : :	Inter- : preta- : tion
1. Limited educational facilities and resources.	2 (10)	5 (20)	2 (6)	1 (2)	0 (0)	10 (38)	3.80	HF
2. Lack of rapport with four subordinates.	2 (10)	2 (8)	5 (15)	1 (2)	0 (0)	10 (35)	3.50	MF
3. Political influence.	0 (0)	2 (8)	6 (18)	2 (4)	0 (0)	10 (30)	3.00	MF
4. Apathy of some teachers and conflicts of interest regarding projects for the school and the community.	0 (0)	3 (12)	4 (12)	3 (6)	0 (0)	10 (30)	3.00	MF
5. Uncooperativeness of some subordinates.	0 (0)	0 (0)	2 (6)	6 (12)	2 (2)	10 (20)	2.00	SF
6. Misinterpretation of good intentions.	1 (5)	5 (20)	3 (9)	1 (2)	0 (0)	10 (36)	3.60	HF
7. Social and economic patterns of society.	1 (5)	4 (16)	3 (9)	1 (2)	1 (1)	10 (33)	3.30	MF
8. Lack of time for supervision.	0 (0)	2 (8)	5 (15)	2 (4)	1 (1)	10 (28)	2.80	MF

cont'd. Table 16

9. Lack of rapport with parents.	0 (0)	1 (4)	3 (9)	4 (8)	2 (2)	10 (23)	2.30	SF
10. Lack of community resources.	0 (0)	1 (4)	6 (18)	3 (6)	0 (0)	10 (28)	2.80	MF
Total	6 (30)	25 (100)	39 (117)	24 (48)	6 (6)	100 (301)	30.10	
Grand Weighted Mean	5.00	4.00	3.00	2.00	1.00	3.01	3.01	MF

motivational styles of principals were assessed by the principals themselves as "moderately felt" as evidenced by the grand mean of 3.01. This implies that the principal-respondents considered the problems they encountered on their motivational styles to be at a manageable level.

As Perceived by the Teachers. The teacher-respondents responses on the problems encountered relative to motivational styles of principals are reflected in Table 17. As shown by this table, four of the ten listed problems were considered by the teachers as "highly felt" while the six remaining problems were deemed as "moderately felt". Among these, the problem "Lack rapport with parents" obtained the highest weighted mean of 3.76 or "highly felt" followed by the problem "Lack time for supervision" and "Lack of rapport with subordinates" with weighted means of 3.73 and 3.61, respectively. On the other hand, the lowest weighted mean

was pegged at 2.61 or "moderately felt" which referred to the problem "Political influence". In general, the teachers group registered a grand mean of 3.25 or "moderately felt" which indicate that the teachers, like their principals deemed the problems they encountered as manageable.

Finally, it can be inferred from the responses of the principals that they are more particular about the need for

Table 17

Problems Relative to the Motivational Styles of
Principals as Perceived by the Teachers

Problems	: 5 : : (EF) :	4 : : (HF) :	3 : : (MF) :	2 : : (SF) :	1 : : (NF) :	Total : :	W.M. : :	Inter- : preta- : tion
1. Limited educational facilities and resources.	9 (45)	52 (208)	29 (87)	8 (16)	2 (2)	100 (358)	3.58	HF
2. Lack of rapport with four subordinates.	6 (30)	60 (240)	24 (72)	7 (14)	2 (2)	99 (358)	3.61	HF
3. Political influence.	5 (25)	9 (36)	31 (93)	51 (102)	3 (3)	99 (259)	2.61	MF
4. Apathy of some teachers and conflicts of interest regarding projects for for the school and the community.	4 (20)	21 (84)	26 (78)	40 (80)	5 (5)	96 (267)	2.78	MF
5. Uncooperativeness of some subordinates.	3 (15)	18 (72)	68 (204)	9 (18)	2 (2)	100 (311)	3.11	MF
6. Misinterpretation of good intentions.	4 (20)	8 (32)	6 (183)	22 (44)	3 (3)	98 (282)	2.88	MF

cont'd. table 17

7. Social and economic patterns of society.	3 (15)	21 (84)	70 (210)	7 (14)	2 (2)	103 (325)	3.16	MF
8. Lack of time for supervision.	4 (20)	73 (292)	19 (57)	3 (6)	2 (2)	101 (377)	3.73	HF
9. Lack of rapport with parents.	10 (50)	59 (236)	21 (63)	4 (8)	1 (1)	95 (358)	3.76	HF
10. Lack of community resources.	9 (45)	51 (204)	24 (72)	16 (32)	8 (8)	108 (361)	3.34	MF
Total	57 (285)	372 (1488)	373 (1119)	167 (324)	30 (30)	999 (3256)	32.56	
Grand Weighted Mean	5.00	4.00	3.00	2.00	1.00	3.25	3.25	MF

adequate facilities and resources to be able to effectively motivate their teachers. Meanwhile, the teachers indicate that their concern is more on establishing rapport with their superiors and the parents of their pupils.

Suggested Solutions Relative to the Problems Encountered on Motivation Styles of Principles

After determining the problems encountered by the principals and the teachers, solutions were solicited from them. The researcher listed ten possible solutions and the respondents were made to respond to the list using the five-point Likert scale, viz; 5, 4, 3, 2, 1, which mean strongly agree, agree, uncertain, disagree, and strongly disagree, respectively. The responses were categorized by group, as

follows:

As Perceived by the Principals. The solutions suggested by the principal-respondents are presented in Table 18. As shown by this table, the principles strongly agreed with "Proper interpretation of good intentions" as evidenced by the weighted mean of 4.60. Eight other listed solutions obtained weighted means which belonged to the "agree" range, where the highest weighted mean was pegged at 4.50, followed by 4.40 and 4.30. These values corresponded to the following solutions: "Intensify and preserve the community

Table 18

Suggested Solutions to the Problems on Principals'
Motivational Styles as Perceived by the
Principals Themselves

Problems	: 5 :	4 :	3 :	2 :	1 :	Total :	W.M. :	Inter-
	(EF) :	(HF) :	(MF) :	(SF) :	(NF) :			pre-ta-
	:	:	:	:	:	:	:	tion
1. Negotiate for more educational facilities and resources.	2 (10)	5 (20)	2 (6)	1 (2)	0 (0)	10 (38)	3.80	A
2. Promotes and maintain good rapport with subordinates.	4 (20)	3 (12)	3 (9)	0 (0)	0 (0)	10 (41)	4.10	A
3. Minimize political influence.	1 (5)	6 (24)	3 (9)	0 (0)	0 (0)	10 (38)	3.80	A
4. Encourage teachers towards common good and discourage conflict of interest regarding community development.	2 (10)	4 (16)	1 (3)	1 (2)	0 (0)	10 (31)	3.10	U

cont'd. Table 18

5. Motivate cooperation of subordinates.	5 (25)	4 (16)	1 (3)	0 (0)	0 (0)	10 (44)	4.40	A
6. Proper interpretation of good intention.	6 (30)	4 (16)	0 (0)	0 (0)	0 (0)	10 (46)	4.60	SA
7. Adjust to social and economic patterns of society.	3 (15)	6 (24)	7 (3)	0 (0)	0 (0)	10 (42)	4.20	A
8. Have more time for supervision.	4 (20)	5 (20)	1 (3)	0 (0)	0 (0)	10 (43)	4.30	A
9. Promote and maintain rapport with parent.	3 (15)	3 (12)	3 (9)	1 (2)	0 (0)	10 (38)	3.80	A
10. Intensify and preserve the community resources for future use.	5 (25)	5 (20)	0 (0)	0 (0)	0 (0)	10 (45)	4.50	A
Total	35 (175)	45 (180)	15 (45)	3 (6)	0 (0)	100 (406)	40.60	
Grand Weighted Mean	5.00	4.00	3.00	2.00	0	4.06	4.06	AF

resources for future use," "Motivate Cooperation of subordinates," and "Have more time for supervision," respectively. Meanwhile, the solution "Encourage teachers towards common good and discourage conflict of interest regarding community development" pegged the lowest weighted mean of 3.10 or "uncertain." On the whole, the principal-respondents "agree" with the listed solution in the Table 18 as evidenced by the grand mean which resulted to 4.06.

As Perceived by the Teachers. In Table 19, the suggested solutions by the teacher are found, where this

group showed strong agreement to three listed solutions as follows: 1) Promote and maintain rapport with parents, 2) Have more time for supervision, and 3) Proper interpretation and good intentions with weighted means of 4.66, 4.55 and 4.54, respectively. Moreover, seven of the ten listed solutions obtained weighted means which corresponded to the "agree" range with the highest weighted mean of 4.44 for the solution "Encourage teachers towards common good and discourage conflict of interest regarding projects for school and community development." Meanwhile, the lowest weighted mean was posted at 3.86 or "agree" for the solution "Minimize political influence." This could be attributed to the fact that among the listed problems, political influence was the least felt problems of the teachers. In

Table 19

**Suggested Solutions to the Problems on Principals'
Motivational Styles as Perceived
by the Teachers**

Suggested Solutions	: 5 : : (EF) :	: 4 : : (HF) :	: 3 : : (MF) :	: 2 : : (SF) :	: 1 : : (NF) :	Total : :	W.M. : :	Inter- : preta- : tion
1. Negotiate for more educational facilities and resources.	51 (255)	29 (116)	14 (42)	6 (12)	0 (0)	100 (425)	4.25	A
2. Promotes and maintain good rapport with subordinates.	25 (125)	62 (248)	8 (24)	2 (4)	0 (0)	97 (401)	4.13	A

cont'd. Table 19

3. Minimize political influence.	11 (55)	74 (296)	9 (27)	5 (10)	0 (0)	99 (383)	3.86	A
4. Encourage teachers towards common good and discourage conflict of interest regarding community development.	66 (330)	19 (76)	16 (48)	4 (8)	0 (0)	104 (462)	4.44	A
5. Motivate cooperation of subordinates.	21 (105)	59 (236)	19 (57)	1 (2)	0 (0)	100 (400)	4.00	A
6. Proper interpretation of good intention.	62 (310)	28 (112)	7 (21)	1 (2)	0 (0)	98 (445)	4.54	SA
7. Adjust to social and economic patterns of society.	21 (105)	59 (236)	12 (36)	7 (14)	1 (1)	100 (393)	3.92	A
8. Have more time for supervision.	74 (370)	21 (84)	5 (15)	4 (8)	1 (1)	105 (478)	4.55	SA
9. Promote and maintain rapport with parent.	69 (345)	18 (72)	3 (9)	1 (2)	1 (1)	92 (429)	4.66	SA
10. Intensify and preserve the community resources for future use.	49 (245)	41 (164)	10 (30)	5 (10)	2 (2)	107 (451)	4.21	A
Total	449 (2245)	410 (1640)	103 (309)	36 (721)	5 (5)	1002 (4066)	42.56	
Grand Weighted Mean	5.00	4.00	3.00	2.00	1.00	4.06	4.26	AF

general, the teachers posted a grand mean of 4.26 or "agree," implying their agreement to the listed solutions in Table 19.

Implication of the Study

The findings on the motivational styles of the elementary principals in Samar Division point to the fact

that they did not practice only one style of motivation. As manifested by the responses given by the principals themselves and the teachers, it turned out that they shifted from one style to another depending on the situation they were in. This could be attributed to the fact that no single style is proven effective to any type of situation, that at times even the autocratic style of motivation maybe necessary depending on the nature of the situation and the characteristics of the constituents they deal with.

Generally, the findings of the study imply that the principal, when faced with certain situations must weigh things carefully and must strategically plan out his style in order to attain his objectives. Thus, this necessitates proper training of these principals in terms of developing their skill to immediately adjust his style with varying situations and occasions. They must properly and adequately considered the advantages and disadvantages inherent in every motivational style in order to enable them to be able to project the risks they take and the merits they will have as they decide on the actions they will undertake given the situation they are in.

Finally, the results of the study redound to the affirmation of Alvin Toffler's view that "Information empowers the person. "This means that a decision or action

of a manager that is anchored on adequate information will ultimately lead to a successful discharge of his managerial roles leading to efficiency and effectiveness of his organization and/or enterprise.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary of findings, the subsequent conclusions drawn from the results of the analysis as well as the corresponding recommendations formulated by the researcher which are designed to improve school administration in the Division of Samar.

Summary of Findings

The salient findings derived from this study are the following:

1. The age distribution of the principal-respondents clustered around an average age of 46.5 with a standard deviation of 6.0 years while for the teacher-respondents, their average age was posted at 39.5 years with a standard deviation of 9.6 years.

2. Majority of the elementary school principals involved in the study were males with six out of 10 or 60.00 percent and there were four or 40.00 percent females. On the other hand, among the teachers' group, the females showed dominance as evidenced by the fact that there were 79 or 61.24 percent of this sex and only 38.76 percent were males.

3. Most of the principals and teachers were married, with eight principals or 80.00 percent and 70 teachers or

54.26 percent. Only two among the 10 principal-respondents or 20.00 percent were single while for the teacher's group, 19 or 14.73 percent were single followed by nine teachers or 6.98 percent who were widow/ widower.

4. A total of five principals or 50.00 percent have finished their masteral degrees, where two of them or 20.00 percent have already earned Ph.D. units. Three principals or 30.00 percent have already completed the academic requirements for their M.A. while the two remaining principals or 20.00 percent have already earned their M.A. units.

5. The highest number of the teachers involved in the study were BS with MA units, followed by those who were BS/Baccalaureate degree holders and those who have completed the academic requirements for the M.A degree, with 27 teachers or 20.93 percent and 23 or 17.83 percent, respectively. Significantly, three teachers or 2.33 percent were already pursuing post graduate or doctoral studies.

6. The average length of service of the principal-respondents was pegged at 32.0 years with a standard deviation of 5.8 years. On the other hand, the teachers posted an average length of service at a value of 18.5 years and a standard deviation of 9.8 years.

7. The autocratic style of motivation was deemed by the principals to be "slightly" practiced by them with a

weighted mean of 2.35 while the teachers assessed the principals to have practiced this style "moderately" with a weighted mean of 2.55.

8. The benevolent-autocratic style was considered by the two groups of respondents to be "moderately practiced" by the principals with the following weighted means: 3.36 for the principals and 3.02 for the teachers.

9. Relative to the bureaucratic style, the weighted means obtained were 2.80 and 3.06 for the principals and teachers, respectively, where these two values mean "moderately practiced".

10. The principals and teachers assessed compromiser style of motivation to be "moderately practiced" by the principals which obtained weighted means of 3.43 from the principals and 2.91 from the teachers.

11. As to the executive style, this was assessed by the principals to be "often practiced" by them with weighted mean of 3.98 while the teacher's group considered this as "moderately practiced" by the principals with a weighted mean of 3.19.

12. For the developer style of motivation, the principals assessed themselves to have "often practiced" this style while the teachers considered the principals to have "moderately practiced" developer style as evidenced

by the obtained weighted means of 3.61 and 3.28, respectively.

13. Relative to missionary style of motivation, the weighted means were pegged at 2.95 or "moderately practiced" and 3.34 or "moderately practiced" for the principals' group and teachers' group, respectively.

14. The deserter style was deemed "not practiced" by the principals themselves and was considered "slightly practiced" by the teachers as evidenced by the weighted mean values of 1.25 and 2.245, respectively.

15. In comparing the perceptions of the principals and the teachers, the computed t-value of 0.03 was found to be numerically lesser than the tabular t-value of 2.145 at $\alpha=.05$ and $df=14$. This led to the acceptance of the hypothesis that "There is no significant difference between the perceptions of the principals and the teachers on the extent to which principals practice motivational styles."

16. As felt by the principals, the following were the first five problems they encountered: 1) limited educational facilities and resources, 2) misinterpretation of good intentions, 3) lack of rapport with subordinates, 4) social and economic patterns of society, and 5) political influences which obtained weighted means of 3.80, 3.60, 3.50, 3.30 and 3.00, respectively.

17. As perceived by the teachers, the following

are the top five problems they encountered: 1) lack of rapport with parents, 2) lack of time for supervision, 3) limited educational facilities and resources, 4) lack of community resources, and 5) social and economic pattern of society. These problems posted weighted means of 3.76 , 3.58 , 3.34 and 3.16, respectively.

18. From the point of view of the principals, the following solutions were the most popular among them: 1) proper interpretation of good intentions = 4.60 or "strongly agree," 2) intensify and preserve the community resources for the future use = 4.50 or "agree," 3) motivate cooperation of subordinates = 4.40 or agree," 4) have more time for supervision 4.30 or "agree," and 5) adjust o social and economic patterns of society = 4.20 or " agree".

19. For the teacher's group, the following were the first five solutions based on the obtained weighted means: 1) promote and maintain rapport with parents, 2) have more time for supervision, 3) proper interpretation with good intentions, 4) encourage teachers towards common good and discourage conflict of interest regarding projects for school and community development, and 5) negotiate for more educational facilities and resources. These solutions posted weighted means of 4.66 or "strongly agree," 4.45 or "strongly agree," 4.54 or " strongly agree," 4.44 or "agree" and 4.25 or " agree," respectively.

Conclusions

Based on the aforesaid findings of the study, several conclusions were drawn, to wit:

1. The age norm of the principal- respondents ranged between 40.5 to 52 years, hence they were already past their middle age and were approaching their prime years. Moreover, their sex distribution showed that they were dominated by the males which means that managerial positions in the Division of Samar, specifically that of the principals catered more to the males.

2. For the teacher's group, their age norm ranged from 29.9 years to 49.1 years, showing that they were in their middle age and hence, are considered capable of discharging their teaching responsibilities. Additionally, this group was dominated by the females which indicate that in general, the teaching profession tend to attract more females than males.

3. Both the principals and the teachers who were involved in the study have were married which could be attributed to their age distribution that is middle age to past-middle age.

4. The respondents as a whole showed professional advancement which was indicative of their recognition of professional growth as necessary for them to be effective

either as educational managers or as teachers for that matter.

5. The data on the length of service of the two categories of respondents provided evidence to conclude that in terms of exposure and experience, they were already mature and were deemed to have varied and wide experiences.

6. As revealed by the responses given by the principals themselves and teachers, it can be said that the elementary school principals in Samar Division employed varied motivational styles, with deserver style as the least used. This is indicative of the ability of the school principals to be able to shift from one motivational style to another as called for by the situation they were in.

7. The assessments given by the principals and teachers were deemed objective as evidenced by the result of the t-test which led to the acceptance of the hypothesis which compared the perceptions of these two groups of respondents. Hence, the responses maybe considered as free from their biases or subjective opinions.

8. Principals were concerned with problems relative to the resources available in their respective areas, while the teachers group showed more concern on problems pertaining to their rapport and relationship with their students' parents.

Recommendations

In the light of the conclusions that were drawn from this study, the following recommendations are herein presented;

1. There is a need to further reinforce the desire of principals to pursue professional advancement to enhance their administrative and/or managerial skills. One way to do this is by granting them scholarship to enable them to finish their graduate and post-graduate courses. Food transportation as well as book allowances should be afforded to them as one way of giving them incentive for their good performance as principals.

2. There is a need to have regular consultative meetings in the school which should involve the principals themselves, the teachers, pupils as well as their parents to minimize the communication gaps and also to enable parents to take active part in the planning, implementation and monitoring of school projects and programs which are designed to promote and attain school and community progress and development.

3. Inasmuch as it turned out that the elementary school principals are aware of the different motivational styles and have already employed these styles, it is imperative that for the teachers to be able to contribute effectively their share towards the attainment of their

school and community development, a realistic and continuous staff development program should be implemented in the Division. This program should give equal access to these teachers to enjoy scholarship grant, attendance to seminar workshops, conferences which are designed to answer to their unique and distinct needs.

4. The school should have a functional extension program which will focus on training the parents to develop and enhance their potentials, and consequently enable them to be the partners of the school principals and teachers to pursue school and community development.

5. A parallel study maybe conducted in other divisions in the region to validate the findings of the study.

6. A sequel study in Samar Division could be undertaken which will focus on determining the effectiveness of the different motivational styles employed by the principals. The performance of teachers and students maybe used as indicators of effectiveness.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

October 22, 1996

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

In my fervent desire to start writing my thesis, I have the honor to submit for approval, one of the following research problems, preferably no. one.

1. MOTIVATIONAL STYLES OF SCHOOL PRINCIPALS: THEIR IMPLICATIONS TO SCHOOL DEVELOPMENT IN SAMAR
2. SUPERVISORY PRACTICES OF ELEMENTARY SCHOOL PRINCIPALS IN THE DIVISION OF SAMAR: THEIR IMPLICATIONS TO TEACHER'S PERFORMANCE
3. EFFECTS OF IN-SERVICE TRAININGS ON THE PROFESSIONAL GROWTH OF TEACHERS IN THE DIVISION OF SAMAR

Your favorable action on this request will be highly appreciated.

Very truly yours,

(SGD.) GIL D. APOLINARIO
Researcher

APPROVED:

RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

APPENDIX B

SURVEY QUESTIONNAIRE NO. 1
(For School Principals and Teachers)

For the Respondents:

This questionnaire is designed to gather information and data for the study entitled "MOTIVATIONAL STYLES OF SCHOOL PRINCIPALS: THEIR IMPLICATIONS TO SCHOOL DEVELOPMENT OF SAMAR", the success of which will depend on your wholehearted cooperation. Please indicate your honest and sincere responses as called for under each component. Rest assured that your responses will be kept highly confidential.

May I expect 100% return of the accomplished questionnaire the soonest possible time. Use the enclosed self-addressed-stamped envelop for mailing the accomplished questionnaire.

Thank you very much and may God bless you and your family.

Very sincerely yours,

(SGD.) GIL D. APOLINARIO
Researcher

PART I. PERSONAL INFORMATION

1. Name of Respondent (Optional) _____
2. Age _____ Sex _____ Civil Status _____
3. Position/Designation/Occupation _____
4. School/Barangay _____
5. Address _____
6. Length of Service _____
7. Educational Attainment _____
8. Others, please specify _____

7.	He treats subordinates like machines and believes that subordinates must follow orders and nothing more.	5	4	3	2	1
8.	He makes plans by himself and introduces them for immediate implementation without motivation because he believes that the best committee is a one-man committee and that people work best alone.	5	4	3	2	1
9.	He handles conflicts and disagreements by suppressing them believing that they are but challenges to his authority and he does not forgive easily.	5	4	3	2	1
10.	His favorite expression is "Wait until you become", "Do what I say", but don't do what I do". Hence he gets blind obedience at best and gets desertation at worst.	5	4	3	2	1

Style II (Benevolent - Autocratic)

1.	Our principal has an implicit or inner trust in his own methods and procedures.	5	4	3	2	1
2.	He sells his decisions by persuading his subordinates to accept them and thus become effective in obtaining production.	5	4	3	2	1
3.	He often succeeds in getting other people to do what he wants to do without creating undue resentment.	5	4	3	2	1
4.	He has much orientation of a dictator except that he is far smoother.	5	4	3	2	1

5.	He oftens relates that he has worked and rose through the ranks and attempted to improve his skills by learning from the errors.	5	4	3	2	1
6.	He is usually somewhat ambitious and tries to know organizational rules, methods and procedures very well.	5	4	3	2	1
7.	He loves and stays on top of his job, by and large, and tries to get his job done to effect productivity.	5	4	3	2	1
8.	While his production is high enough, he is not sure of how to get most out of people.	5	4	3	2	1
9.	He believes he is fully committed, but this is not true for all people who work with him.	5	4	3	2	1
10.	He takes responsibility for identifying problems but takes additional steps in persuading his subordinates before announcing his decision or solution to the problem.	5	4	3	2	1

Style III (Bureaucratic)

1.	Our principal is not really interested in either task or human relations but regards himself as effective and efficient because he follows managerial rules and regulations.	5	4	3	2	1
2.	He gets less personally involved in problems, by getting through the right channels and follows rules exactly.	5	4	3	2	1

Style V (Executive)

1.	Our principal is a fully effective manager and sees that his job is getting the best out of others.	5	4	3	2	1
2.	He sets high standards for production and performance but recognizes that he will have to treat everyone differently.	5	4	3	2	1
3.	His commitment to both task and relationship is evident to all and this sets an example to them, thus producing a smoothly functioning and efficient team.	5	4	3	2	1
4.	He creates the atmosphere of pulling on the same rope in the same direction and arouses participation and by it obtains commitment for all.	5	4	3	2	1
5.	He strives to obtain involvement in planning and execution and thus obtains the best thinking of all and gives a chance to every mature person to exercise dependence and independence.	5	4	3	2	1
6.	He is broad-minded enough to assess the organizational climate and believes that human needs and organizational goals can be integrated.	5	4	3	2	1
7.	He observes that at times it is best for him to make decisions and then simply announce them, but that at other times, the whole team must reach consensus.	5	4	3	2	1
8.	He welcomes disagreements and conflicts, instead of suppressing them because he believes that such behavior is normal, appropriate and necessary in order to finally agree.	5	4	3	2	1

9.	He knows that there is always a possibility that difference could be worked out, that conflict can be solved and that, when this is done, commitment will result.	5	4	3	2	1
10.	He is a moral builder but his works team experiences high morale, thus all his men work and all the teams feel intimately involved in both successes or failures.	5	4	3	2	1

Style VI (Developer)

1.	Our principal has an implicit or inner trust in people rather than his own self.	5	4	3	2	1
2.	He is compassionate yet quite effective in motivating people because he is evidently concerned with developing the talents of other people.	5	4	3	2	1
3.	He has low visibility and seemingly silent turning engineers into general managers which no one seem to notice until he is gone.	5	4	3	2	1
4.	His job function is seen by all as a very pleasant one because there is usually so much cooperation, commitment and output in his own and associated groups.	5	4	3	2	1
5.	Although he spends a lot of time with his subordinates, his skill in creating such condition often goes unnoticed because he does not brag.	5	4	3	2	1
6.	He gives his subordinates as many new responsibilities as	5	4	3	2	1

	he can because he knows that an average person can produce far beyond his capacity.					
7.	He has some interesting assumptions about various types of work and he knows how to encourage people to produce more.	5	4	3	2	1
8.	He believes that people enjoy working even without being watched because work is as natural as play and rest.	5	4	3	2	1
9.	He believes that people seek responsibility and therefore want to exercise self-direction and self-control.	5	4	3	2	1
10.	He believes that talents, intelligence, imagination and creativity are widely distributed in the population and are not held almost solely by managers.	5	4	3	2	1

Style VII (Missionary)

1.	Our principal behaves like a kindly soul who puts human relationship and harmony above all else.	5	4	3	2	1
2.	He believes that people, no matter how tough and stubborn, can be influenced by a soft and mild fatherly or brotherly treatment.	5	4	3	2	1
3.	He invokes the authority and sanction of Divine Providence in most of his actuations.	5	4	3	2	1
4.	He believes that the best and most effective means of motivating people is to implore the aid of Divine Providence.	5	4	3	2	1

5.	He also believes that in the midst of controversies and chaos, God is always there to intercede for both conflicting parties.	5	4	3	2	1
6.	He is patient most of the time always hoping that God will take care of all conflicts beyond human control.	5	4	3	2	1
7.	He is weak because he abhors engaging in conflicts even if he is the one oppressed.	5	4	3	2	1
8.	He believes that God has his own designs, so he accepts whatever fortune or fate that befalls him.	5	4	3	2	1
9.	He is easy-going believing that faith will always prevail over uncertainties.	5	4	3	2	1
10.	He is finally ineffective because he presumes that people always strive to act as humanly as possible.	5	4	3	2	1

Style VIII (Deserter)

1.	Our principal lacks interest in both task and human relationship.	5	4	3	2	1
2.	He is ineffective, not only because of his lack of interest but also because of his effect on morale.	5	4	3	2	1
3.	He may not actively desert or escape from responsibility but many also hinder performance of others through intervention of by intentionally withholding necessary information.	5	4	3	2	1

4.	He often prefers large rather than small organizations to comouflage his desertion.	5	4	3	2	1
5.	He thinks he is treated unfairly so he ignores the organization as much as possible.	5	4	3	2	1
6.	He often offends or hurts the other members of the group in a very clever way so that it is only by close observation that he is detected.	5	4	3	2	1
7.	In a more refined way, he resists change or accepts it and then quietly sabbotage it making all things difficult to achieve maximum output.	5	4	3	2	1
8.	He remains uninvolved in all issues and sends things to committee to bury them totally.	5	4	3	2	1
9.	His favorite expression is, "If at first you don't succeed, give up".	5	4	3	2	1
10.	He loves his job, it's the work he hates. If he does not understand the work, he opposes it, saying that mistakes are bound to happen if we insist doing it.	5	4	3	2	1

B. To what extent do you feel the following problems relative to the motivational styles of your principal? Encircle the number corresponding to the degree the problem is felt, such as:

5	for Extremely Felt	(EF)
4	for Highly Felt	(HF)
3	for Moderately Felt	(MF)
2	for Slightly Felt	(SF)
1	for Not Felt	(NF)

=====					
Problems		: EF :	HF :	MF :	SF : NF
		:(5) :	(4):	(3):	(2): (1)

1.	Limited educational facilities and resources.	5	4	3	2 1
2.	Lack of rapport with subordinate.	5	4	3	2 1
3.	Political influence.	5	4	3	2 1
4.	Apathy of some teachers and conflicts of interest regarding projects for the improvement of the school and the community.	5	4	3	2 1
5.	Uncooperativeness of some subordinates.	5	4	3	2 1
6.	Misinterpretation of good intentions.	5	4	3	2 1
7.	Social and economic patterns of society.	5	4	3	2 1
8.	Lack of time for supervision.	5	4	3	2 1
9.	Lack of rapport with parents.	5	4	3	2 1
10.	Lack of community resources.	5	4	3	2 1
11.	Others, please specify				

- C. To what extent do you agree with the following suggestions to solve the foregoing problems. Encircle the number corresponding to your extent of agreement, such as:

5 for Strongly Agree (SA)
 4 for Agree (A)
 3 for Uncertain (U)
 2 for Disagree (D)
 1 for Strongly Disagree (SD)

=====					
Suggested Solution	: SA :	A :	U :	D :	SD
	: (5) :	(4) :	(3) :	(2) :	(1)

1. Negotiate for more educational facilities and resources.	5	4	3	2	1
2. Promote and maintain good rapport with subordinates.	5	4	3	2	1
3. Minimize political influence.	5	4	3	2	1
4. Encourage teachers towards common good and discourage conflict of interest regarding projects for school and community.	5	4	3	2	1
5. Motivate cooperation for subordinates.	5	4	3	2	1
6. Proper interpretation of good intensions.	.5	4	3	2	1
7. Adjust to social and economic patterns of society.	5	4	3	2	1
8. Have more time for supervision.	5	4	3	2	1
9. Promote and maintain rapport with parents.	5	4	3	2	1
10. Intensify and preserve by community resources for future use.	5	4	3	2	1
=====					

THANK YOU!!!

CURRICULUM VITAE

CURRICULUM VITAE

NAME : GIL DAGOHY APOLINARIO

DATE OF BIRTH : November 22, 1949

PLACE OF BIRTH : Brgy. Balatguti
Sto. Niño, Samar

ADDRESS : Brgy. Napuro
Sta. Margarita, Samar

PRESENT POSITION : Elementary School
Principal I

STATION : Palale Elementary School
Sta. Margarita, Samar

CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Primary : Balatguti Primary School
Sto. Niño, Samar

Intermediate : Villahermosa Elem. School
Sto. Niño, Samar

Secondary : Tiburcio Tancinco Memorial
Vocational School
Calbayog City

College : Samar School of Arts & Trades
(now SSPC)
Catbalogan, Samar

Cebu School of Arts & Trades
Cebu City

Degree Earned : BSIE major in Industrial Arts
Tacloban City

Samar State Polytechnic College
Catbalogan, Samar

Curriculum Pursued
Major

Master of Arts, in Education
Administration & Supervision

CIVIL SERVICE ELIGIBILITY

Career Service Professional Examination, 79.70%, December 7,
1980, Tacloban City

Professional Board Examination for Teachers, 77.00%,
November 28, 1982, Tacloban City

AWARDS AND DISTINCTION

BSP National Court Bronze Service Award
of Honor 1981

BSP National Court Silver Service Award
of Honor 1985

BSP National Court Gold Service Award
of Honor 1994

DECS Regional Award Second Place for the
Most Effective Elem. School
1994

DECS Regional Award First Place, for the
Most Functional School
Nursery & School House
1994

DECS Regional Award Second Place, for the
Most Functional School Canteen
1994

Certificate of First Place - Best School
Recognition Category in the District
1994

Plaque of Appreciation. In recognition and grateful
appreciation of his invaluable
contribution that led to the
growth and success of SAMELCO
I Electric Cooperative Inc.
(SAMELCO I) - 1994

Certification of Recognition	For meritorious Outstanding Services rendered as a Training Staff member to the 3rd Provincial Jamborette 1995
Certificate of Recognition	In recognition of the Invaluable Services and support during the SCUAA Regional Athletic Meet at TTMIST, Calbayog City 1992
Certificate of Appreciation	From the Office of the Governor of Samar for Meritorious Services rendered 1992
Certificate of Appreciation	For untiring effort and unqualified support in Making Reading Center 1990
Certificate of Recognition	For exemplary performance and dynamic pursuit of the goals , of Education 1989
Certificate of Appreciation	For meritorious and outstanding services rendered as BSP Camp Director 1988
BSP, Commendation	As counselor/Discussant Phase I and 2 SM & KL Samar Council 1986
Divisional Award	For meritorious Performance and Exemplary Service particularly in Teacher Child Parent Approach Communal Garden 1986

Certificate of Appreciation . In recognition of exemplary services rendered to this historical event which contribute in large measures towards the success of this gathering.

WORK EXPERIENCES

Public Elementary 1973 - 1986
 School Teacher

BSP District Scout. 1986 - 1989
 Coordinator

Field Scout Executive BSP Samar Council
 1986 - 1989

Training Staff Member 1986 to Present
 BSP Samar Council

President Napuro Waterwork System
 Napuro, Sta, Margarita
 Samar, 1988 - 1989

POSITIONS HELD

Elementary Head Teacher II . . 1989 - 1991

Board of Director Samelco I
 1992 - 1994

Elementary Head Teacher III .. 1992 - 1994

Elementary School Principal I. 1995 - 1996

SEMINARS/TRAINING/WORKSHOPS ATTENDED

District Training of Teachers and Administrators on Reading Enhancement for Elementary Schools, November 23-25, 1995

Regional Training of School Administrators for Effectiveness and Efficiency, November 14-17, 1995

Division Seminar Workshop in Designing Organization for High Performance, October 30-31, 1995

Multi-grade Training for untrained School Administrators, April 27-29, 1996

National Advanced Training Course for Troop Leaders (Scout Woodbadger) Capitol Hillls, Cebu City, September 1-8, 1995

Division Training for Elementary School Head Teachers, January 20-21, 1995

Regional Training Program for Grade I and II Teacher in English, Science and Mathematics, June 1-2, 1994

Division Advance LAC Leader Training Program (AALTAP), November 16-20, 1995

Division Seminar-Workshop for Elementary and Secondary School Principal, June 13-14, 1996

Orientation Seminar for Newly Promoted School Administrator, August 2-4, 1989

Certificate of Participation - 12th Asia Pacific Jamboree 9th National Jamboree Boy Scouts of the Philippines, April 22-28, 1994 Mt. Makiling Los Baños Laguna Philippines.

National Seminar on Rural Electrification Program for Board Directors, Venus Hotel Baguio City, March 22-24, 1993

Regional Trainings on Instructional Leadership and Resource Management Maulong Catbalogan IV District, Catbalogan, Samar, January 15-16, 1998

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