

ANALYSIS ON THE LEADERSHIP BEHAVIOR OF EDUCATIONAL MANAGERS IN LOCAL COLLEGES AND UNIVERSITIES

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Objectives

- Identify the Leadership Behavior that Increase Motivation, Morale and Performance among Educational Managers
- Discuss the Leadership Behavior of Educational Managers and their Faculty Members
- Present the significant differences of the leadership behavior as perceived by educational managers and their faculty members

Statement of the Problem

1. What is the leadership behavior of the educational managers as perceived by themselves and by their faculty members in terms of the following eight distinct factors?
2. Is there a significant difference in the leadership behavior as perceived by educational managers and their faculty members?

Research Method

- **Descriptive methodology** was used by researchers to summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups, or (sometimes) physical environment (such as schools)
- **Leader Behavior Description Questionnaire (LBDQ)** was modified and underwent **Content Validity** and **Reliability Testing**
- The sample population size was determined using the Slovin's formula with a 5% margin of error.
- The population of the study consisted of **22 educational managers out of a total population of 24** ; and **59 faculty members out of a total of 70** from two local universities who evaluated their educational managers.



Theoretical Framework

David Dunaway (2007) revisited the work of Frederick Herzberg's Motivation and Hygiene Theory and translated his landmark research into **Eight Leader Behaviors that Increase Motivation, Morale and Performance.**

Creating a Leadership Platform

Building collegiality around problems of practice

Becoming the principal-learner and principal-teacher about leadership

Emulating the actions of successful coaches

Affirming and teaching the powerful roles of organizational beliefs, vision, and mission

Developing the cultural understanding and affirmation that leadership and growth bring discomfort

Leading and modeling reciprocity of accountability

Developing a sense of professionalism throughout the organization



Creating a Leadership Platform

Creating a Leadership Platform	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. I get along well with the people above or below me.	4.30	Often	4.32	Often
2. I convince the majority with my arguments/opinion.	3.73	Often	3.67	Often
3. I get my superiors to act favorably on most of my suggestions.	3.71	Often	3.64	Often
4. I take necessary and appropriate actions.	4.18	Often	4.27	Often
5. I am friendly and approachable.	4.49	Often	4.71	Always
6. I get my superiors to act for the common welfare.	4.04	Often	4.10	Often
7. I act as the spokesman of the department.	3.39	Occasionally	4.23	Often
8. I make accurate and sound decisions.	3.93	Often	4.05	Often
9. I publicize the activities of the department.	3.73	Often	4.09	Often
10. I enunciate clear orders to my superiors.	4.02	Often	4.30	Often
General Weighted Average	3.95	Often	4.14	Often

A general weighted average of **3.95**, which means that **both respondents** were **“often”** aware on **creating a leadership platform.**



Becoming the Principal-Learner and Principal-Teacher about Leadership

Becoming the principal- learner and principal- teacher about leadership	Faculty Members		Educational Managers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. I push for improved performance.	4.33	Often	4.48	Often
2. I speak as a representative of the department.	3.64	Often	4.27	Often
3. I exhibit my authority at all times.	3.68	Often	4.18	Often
4. I represent the department at outside meetings.	3.29	Occasionally	4.27	Often
5. I speak clearly about my ideas with the department.	3.77	Often	4.27	Often
6. I manage the coordination with the department.	3.70	Often	4.14	Often
7. I speak for the department when visitors are present.	3.46	Occasionally	4.23	Often
8. I persuade the department to conform to my ideas.	3.53	Often	4.23	Often
9. I speak from the heart.	4.37	Often	4.59	Always
10. I act favorably on most of the teachers' suggestions.	4.00	Often	4.10	Often
General Weighted Average	3.77	Often	4.27	Often

A general weighted average of **3.77** for the **faculty-respondents** and 4.27 for the **educational manager-respondents**, which means that both respondents were **“often”** aware on **becoming the principal-learner and principal-teacher about leadership** .



Affirming and Teaching the Powerful Roles of Organizational Beliefs, Vision and Mission

Affirming and teaching the powerful roles of organizational beliefs, vision and mission	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. I maintain definite standards of performance.	4.39	Often	4.32	Often
2. I articulate clearly the vision of the organization.	4.28	Often	4.36	Often
3. I allow the department a high degree of initiative.	4.18	Often	4.45	Often
4. I foster acceptance of group goals.	4.26	Often	4.36	Often
5. I turns out things positively as I predict.	3.93	Often	4.14	Often
6. I keep the department in good standing with higher authority.	4.25	Often	4.50	Always
7. I encourage the use of uniform procedures.	4.04	Often	4.36	Often
8. I let department members know what is expected of them.	3.84	Often	4.32	Often
9. I ask the department members to follow standard rules and regulations.	3.81	Often	4.36	Often
10. I argue persuasively for my point of view.	3.63	Often	3.95	Often
General Weighted Average	4.06	Often	4.31	Often

A general weighted average of **4.06** for the **faculty-respondents** and **4.31** for the **educational manager-respondents**, which means that both respondents were **“often”** aware on **affirming and teaching the powerful roles of organizational beliefs, vision and mission.**

Leading and Modeling Reciprocity of Accountability

Leading and Modeling Reciprocity of Accountability	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. I allow the members complete freedom in their work.	4.28	Often	4.23	Often
2. I encourage initiative among group members.	4.25	Often	4.41	Often
3. I pay attention to how people perceive things to understand where they are coming from.	4.37	Often	4.18	Often
4. I permit the members to use their own judgment in solving problems.	4.30	Often	4.29	Often
5. I share the load by permitting subordinates to get involved in decisions and projects.	4.07	Often	4.05	Often
6. I allow the members do their work the way they think best.	4.33	Often	4.10	Often
7. I let some members to have authority that I should keep.	4.00	Often	3.91	Often
8. I put suggestions made by the department into operation.	4.16	Often	4.32	Often
9. I wait patiently for the results of a decision.	4.21	Often	4.27	Often
10. I express confidence in their own abilities and takes account of the needs of followers.	4.32	Often	4.41	Often
General Weighted Average	4.23	Often	4.22	Often

A general weighted average of **4.23** for the **faculty-respondents** and **4.22** for the **educational manager-respondents**, which means that both respondents were **“often”** aware on **leading and modeling reciprocity of accountability**.



Building Collegiality around Problems of Practice

Building collegiality around problems of practice	Faculty Members		Educational Managers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. I push members for greater effort.	4.33	Often	4.50	Always
2. I keep the department working together as a team.	4.39	Often	4.50	Always
3. I treat all department members as my equals.	4.32	Often	4.23	Often
4. I provide resources to achieve the tasks.	4.18	Often	4.23	Often
5. I make pep talks to stimulate the department.	3.98	Often	4.43	Often
6. I <u>await</u> for new developments with confidence.	4.21	Often	4.38	Often
7. I allow the members any freedom of action.	4.35	Often	4.41	Often
8. I work hard for the promotion of the department.	4.28	Often	4.50	Always
9. I do little things to make it pleasant to be a member of the department.	4.05	Often	4.00	Often
10. I settle conflicts when they occur in the department.	4.02	Often	4.32	Often
General Weighted Average	4.22	Often	4.34	Often

A general weighted average of **4.22** for the **faculty-respondents** and **4.34** for the **educational manager-respondents**, which means that both respondents were **“often”** aware on **building collegiality around problems of practice** .



Emulating the Actions of Successful Coaches / Mentors

Table 6. Mean Distribution and Verbal Interpretation of the respondents in terms of the factor Emulating the actions of successful coaches / mentors

Emulating the actions of successful coaches / mentors	Faculty Members		Educational Managers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. I keep the department working up to their capacity.	4.30	Often	4.32	Often
2. I persuade others that his ideas are to their advantage.	4.19	Often	4.14	Often
3. I influence others by using personal power based on expertise.	4.05	Often	4.05	Often
4. I assign a task and let the members handle it.	4.02	Often	4.18	Often
5. I inspire with enthusiasm for a project.	4.26	Often	4.38	Often
6. I give advance notice of changes.	4.12	Often	4.23	Often
7. I help department members settle their differences.	4.07	Often	4.18	Often
8. I urge the department to beat its previous record.	4.05	Often	4.14	Often
9. I decide what shall be done and how it shall be done.	4.02	Often	3.86	Often
10. I permit the department to set its own pace.	4.10	Often	4.10	Often
General Weighted Average	4.23	Often	4.15	Often

A general weighted average of 4.23 for the faculty-respondents and 4.15 for the educational manager-respondents, which means that both respondents were “often” aware on emulating the actions of successful coaches / mentors.



Developing the Cultural Understanding and Affirmation that Leadership and Growth Bring Discomfort

Developing the cultural understanding and affirmation that leadership and growth bring discomfort	Faculty Members		Educational Managers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. I act accordingly while consulting the group.	4.14	Often	4.36	Often
2. I take full charge when emergencies arise.	4.05	Often	4.05	Often
3. I refuse to explain my actions.	3.48	Occasionally	3.14	Occasionally
4. I recognize the right time for action.	3.98	Often	4.14	Often
5. I maintain a pleasant disposition even under stressful situations.	3.92	Often	4.36	Often
6. I reduce commotion to system and order.	3.96	Often	4.14	Often
7. I denigrate the present position and proposes their vision as the solution.	3.89	Often	4.10	Often
8. I <u>handles</u> problems with firmness and fairness.	4.19	Often	4.32	Often
9. I drive hard when there is a job to be done.	4.19	Often	4.36	Often
10. I delay action until the proper time occurs.	3.68	Often	3.59	Often
General Weighted Average	3.96	Often	4.05	Often

A general weighted average of **3.96** for the **faculty-respondents** and **4.05** for the **educational manager-respondents**, which means that both respondents were **“often”** aware on **developing the cultural understanding and affirmation that leadership and growth bring discomfort.**



Developing a Sense of Professionalism throughout the Organization

Developing a sense of professionalism throughout the organization	Faculty Members		Educational Managers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. I schedule things that matter and makes those things happen.	4.22	Often	4.45	Often
2. I show respect and consideration for subordinates' feelings, opinions and suggestions.	4.37	Often	4.45	Often
3. I use staff meetings as an opportunity to establish rapport.	4.17	Often	4.55	Often
4. I recognize that informal conversations such as in the canteen, hallway, faculty lounge, etc. are very productive.	4.09	Often	4.27	Often
5. I handle complex problems efficiently.	4.06	Often	4.29	Often
6. I organize the daily life of an organization to run smoothly.	4.20	Often	4.55	Often
7. I acknowledge people in an honest and sincere manner.	4.31	Often	4.50	Always
8. I make my attitude clear to the department.	4.20	Often	4.32	Often
9. I take initiative in the department without hesitations.	4.20	Often	4.52	Always
10. I conduct myself verbally and non-verbally in a dignified and professional manner.	4.24	Often	4.50	Always
General Weighted Average	4.21	Often	4.44	Often

A general weighted average of **4.21** for the **faculty-respondents** and **4.44** for the **educational manager-respondents**, which means that both respondents were **“often”** aware on **developing a sense of professionalism throughout the organization** .

Significant Difference of the Leadership Behavior of Educational Managers as perceived by the Faculty Members and by themselves

Leadership Behavior	Respondents	Weighted Mean	P-value	Remarks	Decision
Creating a Leadership Platform	Faculty Members	3.95	0.00	Reject H ₀	Significant
	Educational Managers	4.14	0.00		
Becoming the principal- learner and principal-teacher about leadership	Faculty Members	3.77	0.00	Reject H ₀	Significant
	Educational Managers	4.27	0.00		
Affirming and teaching the powerful roles of organizational beliefs, vision and mission	Faculty Members	4.06	0.00	Reject H ₀	Significant
	Educational Managers	4.31	0.00		
Leading and Modeling Reciprocity of Accountability	Faculty Members	4.23	0.00	Reject H ₀	Significant
	Educational Managers	4.22	0.00		
Building Collegiality around Problems of Practice	Faculty Members	4.22	0.00	Reject H ₀	Significant
	Educational Managers	4.34	0.00		
Emulating the actions of successful coaches / mentors	Faculty Members	4.23	0.00	Reject H ₀	Significant
	Educational Managers	4.15	0.00		
Developing the cultural understanding and affirmation that leadership and growth bring discomfort	Faculty Members	3.96	0.00	Reject H ₀	Significant
	Educational Managers	4.05	0.00		
Developing a sense of professionalism throughout the organization	Faculty Members	4.21	0.00	Reject H ₀	Significant
	Educational Managers	4.44	0.00		



Conclusions

◆ **Two out of eight distinct factors of leadership behavior** of the educational managers **have significant differences** :

- Creating a leadership platform
- Becoming the principal-learner and principal-teacher about leadership

◆ **Six factors** have **no significant differences** in the perception of the educational managers themselves to the faculty members.

- Affirming and teaching the powerful roles of organizational beliefs, vision and mission
- Leading and modeling reciprocity of accountability
- Building collegiality around problems of practice
- Emulating the actions of successful coaches / mentors
- Developing the cultural understanding and affirmation that leadership and growth bring discomfort; and



**Thank you for
listening!**