School Administrators' Leadership Styles and Teachers' Morale in State Universities and Colleges of Eastern Visayas, Philippines

Ester V. Gelizon[a*], Susan S. Bentor[b], Roland A. Niez[c]

[a]*Department of Agriculture, Forestry and Fishery Naval State University-Biliran Campus Biliran, Biliran Graduate School*
[b]*Naval State University-Main Campus Naval, Biliran*
[c]*Research Services Office Naval State University-Main Campus Naval, Biliran*

Abstract

School administrators hold a crucial position in the organization for the quality of leadership which greatly influence the quality of the school environment. The way school administrators lead their teachers depend on the leadership styles he adopts and the human behavior of his subordinates. This study aimed to assess the influence of school administrators leadership styles on the teachers' morale of State Universities and Colleges in Eastern Visayas, Philippines. Results showed that school administrators practice leadership styles like transformational, transaction leadership and on some occasion practice laissez-faire. Data on teachers' morale does not depend on the behavior, attitude and administrative practices of their school administrators. Overall findings suggest that studies of broader scope be conducted to delve deeper into issues and concerns regarding administrator-teacher work relationship.

Keywords: leadership styles; influence; teachers' morale; human behavior.

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* Corresponding author.

1. Introduction

The school administration carries the major burden of providing leadership if the school is no move forward. As a leader, the school administrator is the sort of a person who can motivate teachers to achieve tasks and maintain team unity throughout the process. Whatever style of leadership he may display is a matter of strategy and personality. School administrators have the power to influence the teacher morale in their school by the actions or daily practices they exhibit. Administrators are aware and conscious that teachers' high morale is a means of achieving better efficiency. The study of leadership styles take into consideration what a leader does, says and how he acts.

Reference [6] stressed that dynamic leaders are needed in educational institutions. Hunter-Boykin and Evans [18] cited that school administrators have even the power to influence teacher morale. Hughes and his colleagues [17] emphasized that school administrators' leadership styles affect the attitudes of teachers working with them; morale of teachers should be kept at high place as teachers' high morale is a means of achieving better efficiency.

In a school system there exist various kinds of leadership with their own leadership styles that influence teacher morale. Educational management always stresses that school administrators shall be able to do and accomplish their work as well as to satisfy the needs of teachers. Teachers' moral affects proportionally the quality of the service they render. Teachers have a myriad of roles included in their job.

Reference [33] stressed that one of the most important and influential is the effect the administrator has on the teachers of the school.

Often teachers feel they are not appreciated, or are overworked, thus causing low teacher morale. Teacher is expected to facilitate learning in the classroom so that the students will grasp information and learn skills. With this shift to higher accountability, teachers experience greater pressures and demands. References [15,36] stated that these pressures and demands can be very burdensome and can cause teachers to have a lower morale level or even to exit the profession.

Reference [38] emphasized that "Low staff morale results from professional lives that have little meaning; from frustration and the inability to change what is happening. It is very important for educational leaders to be aware of factors that affect teacher morale and how they may affect achievement. It is in this context that the researcher is in search for empirical data which can serve as springboard for improving certain practices of school administrators which are directly related to teachers' morale.

1.1 Objectives of the Study

This study aimed at assessing the school administrators' leadership styles that influence the level of teachers' morale in State Universities and Colleges (SUCs) in Region VIII. Specifically, this study thought: 1.) determine the profile of school administrators of SUCs in Region VIII in terms of age, gender, civil status, educational attainment, in-service training attended, and level of competence; 2.) determine the profile of the teachers of

SUCs in Region VIII in terms of age, gender, civil status, highest educational attainment, in-service training attended, length of teaching experience, and level of competence; 3.) find out the leadership styles of school administrators of SUCs in Region VIII; 4.) determine the level of teachers' morale of SUCs in Region VIII; 5.) ascertain the significant relationship between the profile of school of SUCs and their leadership styles; 6.) ascertain the significant relationship between the profile of the teachers of SUCs and their level of morale; and 7.) ascertain the significant relationship between the leadership styles of school administrators of SUCs and the level of their teeachers' morale.

1.2 Framework of the Study

Theoretical framework. The researchers adapted Fiedler's Contingency Approach theory of leadership which states that leadership styles are dependent on situations from which a leader emerges or in which he or she operates.

The main significance of this theory is the fact that a leader may depend on the situation he/she experience in the past or is experiencing at the moment. This further implies that whatever the situation is, a school leader for that matter has a distinct style all his/her own and this in turn is perceived by subordinates.

Reference [23] in his Great Man Theory affirms that great leaders were born with qualities that made people naturally want to follow them.

The theory was based upon the assumption that great leaders were born predisposed to leadership. It was also thought the Great Man Theory that these leaders would arise when the need was present. That is, if a cause or situation was present that needed a leader, he would arise.

The Trait Theory of Leadership of Taylor [34], focused on traits such as personality, physical appearance, social background, intelligence, and ability.

The theory believed that leaders were born with certain traits that made them naturally effective leaders. Reference [14] stated that with many earlier studies performed to evaluate the specific traits of these highly effective leaders, researchers found inconclusive results, but with more advanced statistical analyses, recent researchers have shown that certain traits or attributes appear to be present in many effective leaders.

Conceptual framework. The schema in Figure 1 presents the conceptual framework of the study. The focus is on the four main variables: profile of school administrators, their leadership styles, profile of teachers, and teachers' morale.

The leadership styles of school administrators is considered as a dependent variable on their profile, while the teachers' morale is a dependent variable on their profile and the school administrators' leadership styles. Hypothesized are whether significant relationships exist between school administrators' profile and their leadership styles, between teachers' profile and the level of their morale, and between school administrators' leadership styles and the level of their teachers' morale.
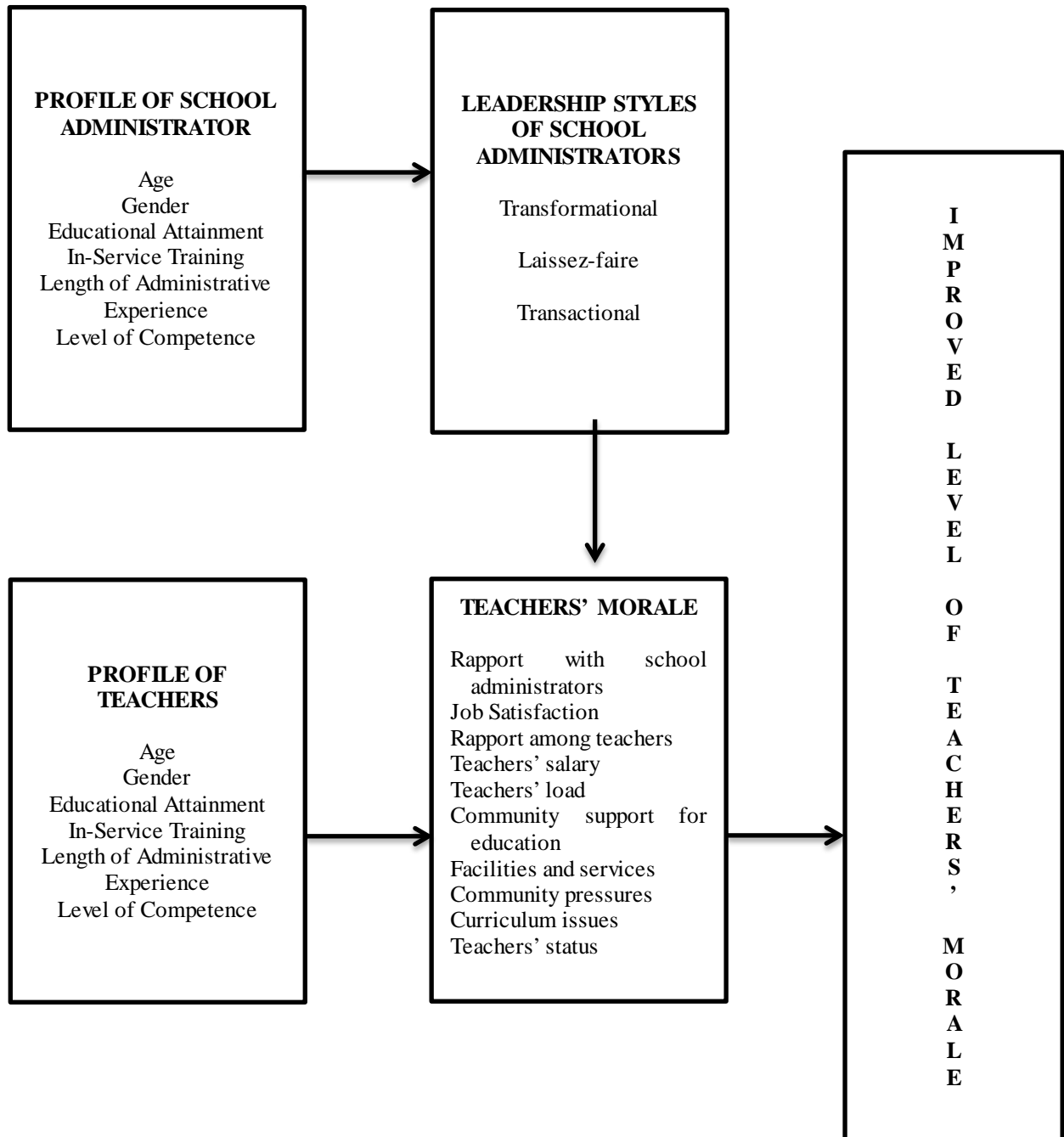
Figure 1: The Conceptual Framework of the Study

2. Methodology

The descriptive – correlational method was used in the study; its coverage included eight (8) State Universities and Colleges in Eastern Visayas, Philippines offering agricultural courses as its setting with 347 teachers and 12 administrators for the school year 2011 – 2012. The researcher opted to get 30% of the teacher population and 100% of the school administrators due to limited size. Instruments used were the Multifactor Leadership Questionnaire (MLQ) and the Purdue Teacher Opinionnaire (PTO) for the collection of data.

The distribution and retrieval of the questionnaires from both school administrators and teachers were done personally by the researcher.

3. Results and Discussion

3.1 Profile of School Administrators

Table 1 shows the profile of the 12 school administrators which include the following variables: age, sex, civil status, educational attainment, in-service training, administrative experience and level of competence.

Table 1: Profile of School Administrators

Variables	Frequency	Percentage
Age		
51 yrs. old and above	10	83.33
41-50 yrs. old	2	16.67
31-40 yrs. old	0	0
30 yrs. old and below	0	0
Total	**12**	**100**
Sex		
Male	10	83.33
Female	2	16.67
Total	**12**	**100**
Civil Status		
Married	12	100.0
Single	0	0
Widower	0	0
Separated	0	0
Total	**12**	**100**
Educational Attainment		

D. M.	1	8.33
Ed. D.	1	8.33
Ph. D.	10	83.33
Total	**12**	**100**
In-Service Training		
International	1	8.33
National	6	50.00
Regional	3	25.00
Local	2	16.67
Total	**12**	**100**
Administrative Experience		
5 – 10 yrs.	5	41.67
11 – 15 yrs.	2	16.67
16 – 20 yrs	1	8.33
21 – 25 yrs.	1	8.33
26 – 30 yrs.	2	16.67
31 – 35 yrs	1	8.33
Total	**12**	**100**
Level of Competence		
9.50 – 10.00 Outstanding	3	25.00
7.51 – 9.49 Very Satisfactory	9	75.00
4.01 - 7.50 Satisfactory	0	0
2.01 – 4.00 Unsatisfactory	0	0
Total	**12**	**100**

This shows that all of the school administrators were middle aged. This could imply that they were matured enough and experience to handle administrative work. As to gender it indicates that male school administrators do play a vital role in the development of State Universities and Colleges. All school administrators were married, an indication that they are qualified to lead an educational institution. The educational attainment of all administrators was doctorate degree holders and thus qualified to be an administrator of a school. When it comes to in-service trainings it implies that school administrators still need and should be exposed to international trainings. The fact that no administrators had served for less than 5 years is an indication that school administrators have had a notable extent of experience in administrative work. The findings of the level of competence indicate that all of the school administrators possessed a very high level of competence for administrative work.

3.2 Profile of the Teachers

Table 3 presents the profile of the 104 teacher-respondents which includes their age, gender, civil status, educational attainment, in-service training, length of teaching experience, and level of competence.

Table 2: Profile of the Teachers

Variables	Frequency	Percentage
Age		
51 yrs. old and above	37	35.58
41-50 yrs. old	35	33.65
31-40 yrs. old	32	30.77
30 yrs. old and below	0	0
Total	**104**	**100**
Sex		
Male	46	44.23
Female	58	55.77
Total	**104**	**100**
Civil Status		
Married	72	69.23
Single	26	25.00

Widower	5	4.81
Separated	1	0.96
Total	**104**	**100**
Educational Attainment		
BS Education	16	15.38
BS Education with MA units	24	23.08
MA Graduate	22	21.15
MA with Ph.D. or Ed.D. Units	26	25.00
Ph.D. or Ed.D. Graduate	16	15.38
Total	**104**	**100**
In-Service Training		
International	6	5.76
National	30	28.85
Regional	37	35.58
Local	31	29.81
Total	**104**	**100**
Length of Teaching Experience		
41 – 50 yrs.	0	0
31 – 40 yrs.	26	25.00
21 – 30 yrs.	27	25.96
10 – 20 yrs.	51	49.04
Total	**104**	**100**
Level of Competence (Based on FPE)		
9.50 – 10.00 Outstanding		
7.51 – 9.49 Very Satisfactory	1	0.96

4.01 - 7.50 Satisfactory	103	99.04
2.01 – 4.00 Unsatisfactory	0	0
	0	0
Total	**104**	**100**

All of the teacher – respondents were mature enough to handle responsibilities as educators. It could be noted that the teachers were highly educated as most of them were Master's degree holders and some with doctoral units. Based on the data presented, teachers were evidently aware of and oriented with their task as educators since they were not new to the service. Overall, the level of competence implies that majority of the teachers performed well in their service as evidenced in the fact that nobody got below "satisfactory" or "poor" rating.

3.3 Leadership Style of School Administrator

The leadership styles of school administrators are determined as to high, moderate, and low. They are distinguished as to: transformational, transactional, and laissez-faire.

Table 3: Leadership Styles of School Administrators

Level of Leadership	Transformational Leadership		Transactional Leadership		Laissez–faire Leadership	
	f	%	f	%	f	%
High	11	91.67	10	83.33	7	58.33
Moderate	1	8.33	2	16.67	5	41.67
Low	0	0	0	0	0	0
Total	**12**	**100**	**12**	**100**	**12**	**100**

The data indicates that the greatest majority of the school administrators were very strong transformational leaders. All in all, these findings reveal a positive trend in the leadership styles of the school administrators towards transformational thrusts.

4. Conclusion and recommendations

4.1 Conclusion

1. Majority of the school administrators practice transformational and transactional leadership styles; at

times resort to laissez – faire leadership style.

2. Most of the teachers have high level of morale.

3. The profile of school administrators is not related with their leadership styles.

4. The profile of teachers is related to their level of morale.

5. The leadership styles of school administrators is not related to the level of teachers' morale.

4.2   Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby offered for consideration: 1.) Capability building activities specifically on management should be undertaken in order to equip and enhance the knowledge, skill and competence of the PTA stakeholders; 2.) The school may hold seminar-workshops and training related to the core functions in management so as to train and strengthen PTA stakeholders to be able to perform effectively and efficiently particularly in planning, organizing and controlling; 3.) The PTA should look into their projects, programs and activities by prioritizing or venturing into something that provides or augments income for the association to survive as well as sustain its operation and existence; 4.) The PTA may find possible avenues to generate funding by forging linkages or partnership with charitable institutions, private agencies and other educational foundations that can support their projects, programs and activities; 5.) Similar studies maybe conducted but will examine other aspects and nature of variables on management skills and capabilities vis-à-vis community development related activities to come up with genuine and adequate data as basis for other future research into this subject.

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