

Leadership Behavior of Educational Managers Among Local Colleges and Universities

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Abstract: In order for an educational institution to be productive, both administrators and faculty members should have a deeper understanding of their relationship to one another within a complex system. Education comes from practicing work ethic and intellectual virtue and from recognizing that individuals have duties not only to themselves, and to one another, but to the common good as well. The main objective of the study was to determine the leadership behavior of educational managers as perceived by themselves and by the faculty members among selected members of the Association of Local Colleges and Universities (ALCU) in Metro Manila. Findings revealed that two out of eight distinct factors of leadership behavior of the educational managers have significant differences in the perception of the educational managers themselves to the faculty members. In view of the findings and conclusions of the study, the following recommendations are proposed: (1) Educational Managers should continuously manifest the leadership behavior that is “always” and “often” perceived by themselves and by their faculty members. They should also enhance the leadership behavior that is “occasionally” perceived by themselves and by their faculty members in order for them to have harmonious relationship with one another. (2) Each distinct factors and on the significant differences of the perception of the educational managers themselves and faculty members, a proposed Leadership Enhancement Program for Educational Managers must be used and institutionalized to enhance the development of both educational managers’ and faculty members’ further growth potentials. This will lead also to a better mentor-mentee mentoring process.

Key Words: leadership behavior, educational managers, local colleges and universities

1. INTRODUCTION

Leadership is learned and should not be a birthright or enthroned. Therefore, administrators should not be the only leaders in school. Nowadays, some administrators view themselves as the only instructional leader in school which resulted to inadequate and increasing difficulty for accountability and student learning (Marsh, 2000; Smylie, et al., 2002). However, Sergiovanni (2000) described it as “special leadership” because they [the schools] are lifeworld intensive. Work values play a particularly

important role. In order to have an empowering learning community, faculty leadership should exist with a shared leadership model. Forsyth (2004) emphasized that effective superintendents are identified as key to the success of improvement efforts”. Research supports that effective schools have “good central-office leadership and sound-school board governance” (Forsyth, 2005).

Changes in school/universities and improvement in the students’ learning becomes limited if there is an absence of a clear concept of faculty leadership. Sometimes, when uncontrolled

chaos filled the corridors of a school, the crippling effects of codependency set in. A permission-based culture allows both administrators and faculty to blame mistakes and deficiencies on the decisions of others (Lambert, 2003). In this case, school leadership disappears from the radar screen of educational reform. Policy makers have discovered that teachers, test and textbooks can't produce results without highly effective administrators to facilitate, model and lead (McEwan, 2003).

One important component of successful educational reform and the professionalization of teacher is the faculty leadership (Lieberman, Saxl & Miles, 2000). DuFour (1998, cited Burns 1978) hopes that the secret of leadership was that the people can be lifted into their better selves and to understand the nature of leadership requires understanding of the essence of power, for leadership is a special form of power. Leadership creates a shared mission and values among the staff, collaborative teams, action orientation and experimentation, continuous improvement, and results orientation. The ultimate way for a leader to shine is through knowing how to manage delegated tasks and getting commitments from others to do what they say. Faculty members must assume administrative roles and take on more responsibility for school-wide change in order to maximize student learning (Muijs & Harris, 2003; Katzenmeyer & Moller, 2001). It mostly believes that faculty members are a source of leadership within schools/universities even though there is a lack of consensus around a clear definition of faculty leadership.

Reaching the finish line comes from spinning a web of support, letting team mates take turns riding in the front, and sharing the glory along the way. Thus, when leaders allow subordinates to become the experts, they put their team on the road to a victory. Lovely (2006) believed that it is important for a faculty member to be recognized for it signifies notice and care from the administrators.

The researchers had selected the local colleges and universities (LCUs) within Metro Manila which were members of the Association of Local Colleges and

Universities, also known as ALCU, to be the focus of the study. ALCU is composed of thirty-eight (38) local colleges and universities all over the Philippines. Its primary thrust is to improve the quality of instruction, research, and extension of its member schools and to provide valuable public tertiary education, especially to the poor and disadvantaged youth.

The first researcher, during the writing stage of this study, is a former adjunct Instructor I of the Polytechnic University of the Philippines Sta. Mesa, Manila under the College of Arts and Letters, Department of Humanities and Philosophy; Sta. Maria, Bulacan and Cabiao, Nueva Ecija campuses for almost two school years. She was also a former adjunct Instructor I of the Pamantasan ng Lungsod ng Maynila (PLM) under the College of Liberal Arts, Department of Social Sciences & Humanities for almost four (4) school years. On the other hand, the second researcher is an adjunct Instructor I of the Bulacan State University Malolos, Hagonoy and Sarmiento campuses respectively. Both of them had experienced big changes during the transition periods, particularly on the leadership of the appointed university president and the management team, as a faculty member from a local university and a state university respectively.

Considering the important role of leadership behavior in an educational institution, the researchers found it necessary to conduct this study. The university president / campus administrators, together with the top management team, teamed with a shared sense of responsibility and leadership necessary in improving the educational institution. The board of regents / trustees have been supportive and approving of the reforms presented by the management team for sanction of the highest policy-making body. The other school administrators – the vice presidents, heads of various administrative offices and units, deans, chairpersons and faculty members play significant roles in the decision-making process as they are consulted as often as necessary and made integral part of working committees that help craft policies and implement programs for the well-being of the various clientele, most specially the poor and disadvantaged students. Despite of all the

changes instituted in an educational institution, there is still a need to focus on the leadership of the other administrators towards their employees and/or faculty members for further productivity.

To provide anchor and support for the study, the following theories undergird the research: 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. His work has been peer-reviewed, accepted, and sanctioned by the National Council of Professors of Educational Administration (NCPEA) as a scholarly contribution to the knowledge base in educational administration. The eight practical leader-behaviors are:

1. Creating a leadership platform - identifies their own knowledge and beliefs about the role of leadership in organizations. The educational platform provides a foundation;
2. Becoming the principal-learner and principal-teacher about leadership – if teachers are to participate in meaningful organizational improvement, leadership skill development is critical, and the school principal is the appropriate teacher of leadership skills;
3. Affirming and teaching the powerful roles of organizational beliefs, vision, and mission – leaders must affirm and teach the powerful roles that organizational beliefs, vision, and mission play in creating a job culture capable of high levels of motivation;
4. Leading and modeling reciprocity of accountability - Richard Elmore (2000) describes this philosophy as: "If the formal authority of my role requires that I hold you accountable for some action or outcome, then I have an equal and complementary responsibility to assure that you have the capacity to do what I am asking you to do";
5. Building collegiality around problems of practice – principal must focus efforts to increase motivation and morale by building collegiality around problems of practice or job content;
6. Emulating the actions of successful coaches – principals should emulate the actions of successful coaches. According to Dunaway (2007), successful coaches come in all shapes,

sizes, temperaments and sexes, but they possess three common factors of success:

- 6.1. They possess an overwhelming desire – a burning passion – to coach and they communicate this passion to the athletes they coach;
 - 6.2. They understand the power of accomplishing short-term goals on the journey to accomplishing a bigger vision; and
 - 6.3. Outstanding coaches understand how their athletes are motivated.
7. Developing the cultural understanding and affirmation that leadership and growth bring discomfort - Affirming, not tolerating or diminishing, the discomfort that always accompanies growth is a leadership skill which must be shared, taught, and re-taught. The avoidance of discomforting situations whether dieting, starting a new exercise regime, or learning new pedagogical skills fails too often, not so much from a lack of desire to change, but the unwillingness to experience the growth pains of change; and
 8. Developing a sense of professionalism throughout the organization consistent with professionalism as demonstrated in and expected of other learned professions.

There is no such thing as a perfect theory, leader, situation or implementation. However, it is important to have a repertoire of knowledge of leadership in general, leadership traits of an individual and effective management strategies. It is important to have a strong theoretical background, and it is equally important to have the reflective, self-examination skills to be able to change approaches and strategies of leadership and management when necessary.

2. METHODOLOGY

In educational research, the most common descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups, or (sometimes) physical environment (such as schools). The description of phenomena is the starting point for all research endeavors (Fraenkel & Wallen, 2003). For this reason, the descriptive method was the

specific descriptive research design employed in this study.

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.

The researchers used the Leader Behavior Description Questionnaire (LBDQ). This was inspired and developed to describe the behavior of the leader, or leaders in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group. The researchers' questionnaire was divided into three parts: Part I gathered data regarding the profile of the respondents such as: personal data (age, gender, civil status); highest educational attainment; employment status; eligibilities; awards received. Part II gathered data on the faculty members' response on the 80-item statements regarding their educational manager's leadership behavior. Part III gathered data on the educational manager's response from 80-item statements regarding their own leadership behavior as perceived by themselves.

The researchers provided written requests to the selected member of the Association of Local Colleges and Universities (ALCU) in Metro Manila and the Association of Local Colleges and Universities Commission on Accreditation, Inc. (ALCUCOA) were submitted. Also, the researchers prepared notarized waiver for the faculty-respondents indicating the security of the confidential information needed in the study. Unfortunately, the performance ratings of the faculty members were discarded because it is not at all acceptable for they have different instrument being used.

The data collected in this study were organized and classified based on the research design and the problems formulated. The data were coded, tallied and tabulated to facilitate the presentation and interpretation of results using the Statistical Package for the Social Sciences (SPSS).

Content validity type was used in which the test represents the essence, topics and areas that the test is designed to measure. Documentary analysis and consultation with her thesis adviser and

educational experts in the field of educational management from various educational institutions were conducted also.

For the reliability of the instrument, the researchers administered the questionnaire to 7 educational managers and 24 faculty members of a local college in the City of Malolos, Bulacan, who is a member of the Association of Local Colleges and Universities (ALCU). With 0.98 reliability test result in Cronbach's Alpha, each of the statements were very highly reliable.

3. RESULTS AND DISCUSSION

The researchers' compilation of literature on leadership describes leaders in voluminous works centered on the analysis of the traits, behaviors and/or styles brought to the role of leader and on the extent to which the situation influences leadership potential.

Based on the results of the statistical analyses done, the following findings were drawn:

1. The leadership behavior of the educational managers as perceived by themselves and by their faculty members in terms of the following eight distinct factors revealed the following:

Table 1. 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		

Table 1 presents the Significant Difference of the Leadership Behavior of Educational Managers as perceived by the Faculty Members and by themselves.

The findings revealed that the leadership behavior of educational managers such as creating a leadership platform and becoming the principal-learner and principal-teacher about leadership have significant differences in the perception of the educational managers themselves and by the faculty members.

While the factors as 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 developing a sense of professionalism throughout the organization have no significant differences in the perception of the educational managers themselves and by the faculty members.

It shows that the distinct factors on leadership behavior have the p-value of 0.00, which are less than the level of significance ($\alpha = 0.05$), the null hypothesis have significant differences in the

perception of the educational managers themselves to the perception of the faculty members were rejected.

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4. CONCLUSIONS

Findings revealed that two out of eight distinct factors of leadership behavior of the educational managers have significant differences and six factors have no significant differences in the perception of the educational managers themselves to the faculty members. As a result, a proposed Leadership Enhancement Program for Educational Managers must be designed, developed, used and institutionalized to enhance the development of both educational managers' and faculty members' further growth potentials. This will lead also to a better mentor-mentee mentoring process.

For the output of the study, the outline of leadership enhancement training program for educational managers are as follows:

- Lesson 1 - I am WHO I am. In this lesson, you will be facilitated into an innermost journey by knowing your present image of self, your sense of identity and your values.
- Lesson 2 – Retracing and Reviving My History. In this lesson, you will continue the journey by going back to your past and to the basic foundation of your personality.

- Lesson 3 – Blocks and Challenges to My Personality. In this lesson, better ask yourself what are the hindrances that keep you from moving forward and growing fully in your life as an individual.

- Lesson 4 – Confrontation with My Weaknesses as a Perspective to Full Living. In this lesson, you should defy to convert your weaknesses into strengths so that you may feel the exigency for full living and recognize what you visualization more for your life.

- Lesson 5 – Facing My Life Catastrophes. In this last chapter, you are challenge to face catastrophes and deaths – wherein these are the crises you may feel the urgency for full living and identify what you envision more for your life. Death, losing a career/position or crises becomes a friend as it teaches you to live life more fully.

Final Lesson – Steps To be Taken or not to be Taken. In this final lesson, you are about to sum up all the lessons you undergo in this guide. This challenges you to choose which step must take into considerations as you embrace life.

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