COMMUNITY LEADERSHIP AMONG EDUCATION STUDENTS IN NORTHERN LUZON

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ABSTRACT

Educational institutions exist as indispensable agents that would bring change in the society. One of its challenges is geared towards the holistic development of every learner. This great challenge is doubled on teacher education institutions for these are tasked to develop the molders of the future generation. Consequently, teacher education institutions play pivotal role in developing future effective, efficient, and productive teachers including leaders.

This study sought to find out the perception of the CTE students along community leadership, utilized the descriptive-survey research design with classroom officers as the respondents. A validated questionnaire was used in data gathering.

Results revealed that majority of classroom officers are females, Catholics, and are barrio residents, parents are non-professionals, and are not affiliated with any organization in their places. It was disclosed that the CTE students have high perceptions on community leadership. However, they highly believed on the use of force as a means of resolving conflicts in the community. They also perceived that family members of community leaders should also be involved in any undertaking that would be conducted in the community. It was also shown that there is significant relationship between the respondents' perception and course, sex, residence, leadership experience, and mother's occupation.

The students tend to have high perception on community leadership; and the personal factors would likely play an indispensable role in maintaining very high level of perception on community leadership.

Keywords: Descriptive Research, Governance, Politics, University

Introduction

The school is an agent of change. It plays a very important role in moulding the future generation. The students of today may be the leaders of tomorrow. They are not only learning in order to find a job upon finishing a course. The knowledge which they have learned may not only be limited in looking for a work for a better future but they can also be instruments in transforming their own communities. Hence, they can be agents of change in their own communities. There are also instances wherein at a very young age, some are already involved in community activities, instrumental in shaping them to become leaders, either within their communities or in their schools. The school serves as an agency that passes on to the young the expressed ideals and

values of the society. It is through the educational system that the young learn about our laws; our sense of social responsibility; our ideals of democracy, reasonableness, justice, equality and fair play. To the degree that education develops shared values and norms it will contribute to the solidarity and unity of the community (San Juan et. al, 2007). Teachers play a very vital role in developing leaders of tomorrow. With their multiple tasks they are expected to perform like surrogate-parents, initiators, instructors, counsellors, models and leaders in the community. With these, they can be partners of the community toward its transformation. Unfortunately, some are just confined at home, doing school works and attending to their family needs while others on the other hand are voluntarily contributing and working for the community. In terms of the percentage and degree of involvement, it is quite difficult to measure. But this can be made possible if check at an early stage like when they are still students.

The teacher education institutions play a very significant role in developing future effective, efficient, and productive teachers. Productive, in the sense that, they may not only contribute to the welfare of the students and school but they can also take part in developing their communities. Such involvement, however, may depend on their perception on community leadership, thus the significance of this study.

A considerable number of the Philippine population composed the youth, so if they will take for granted their communities, it will have a tremendous impact because the future leaders will come from the present broad of young ones. Most importantly, teachers are the hope of the nation in developing productive future citizens of the country. A very difficult and challenging task paused to all the future teachers of the College of Teacher Education and to all students of teacher education institutions.

Review of Related Literature

At present, the attainment and meeting organizational or community goals, mission, vision and objectives depend upon the interplay of various factors. One of the most important factors is the leader. Olsen as cited by San Juan et. al (2007) defined community as a social organization that is territorially socialized and through which its members satisfy most of their daily needs and deal with most of their common problems. On the other hand, Worslet as mentioned by San Juan suggested three broad meanings involved in theorizing about community. The first he describes as "community as locality" which comes closest to its geographical meaning of "a human settlement within a fixed and bounded local territory". Secondly, he suggests that community denotes a "network of interrelationship" characterized by conflict as well as by mutuality and reciprocity. In the third usage, a community can be seen to refer to a particular type of social relationships that possesses certain qualities. It infers the existence of a "community spirit" or "community feeling".

Community is not only linked to a physical entity, but communities can also be based on shared interests such as culture and politics (Walker, 2008). Communities can be seen as complex systems which are not only defined by boundaries such as geographical location but are open to different participants despite their location (Onyx and Leonard, 2011). Furthermore, people can be members of multiple communities and can "*transfer, translate, and transform experiences from one community to another*" (Dahlander and Frederiksen, 2012, p.990).

Within the communities, there are individuals who are devoting their time

working for the welfare of the dwellers. They may be regarded as community leaders. Community leaders take responsibility for the well-being and improvement of their communities Community leader is a designation, often by secondary sources (particularly in the media), for a person who is perceived to represent a community. A simple way to understand community leadership is to see it as leadership in, for and by the community. Community 'is frequently based in place and so is local, although it can also represent a community of common interest, purpose or practice' (Worslet. 1987). Leadership has been a very sensitive topic in different organizations. According to Puchago (2003) an important feature of the definition of leadership is that leadership is a process whereby one individual exerts influence over others. No matter how leadership is defined, a common element in most definitions of leadership is influence. Influence here implies power. Thus central to effective leadership is the concept of power. Halpin (1996) as cited by Puchago (2003) proposed that the leader is a person who possesses one of the following five characteristics: one who influences the others in an organization, dominates, takes an important role in accomplishment of organization's task, elected as such by his followers, and who is in the position of leader in an organization. Moreover, according to trait theory, research within this tradition tries to identify a set of personal characteristics that separate effective leader from ineffective leaders. Keith (1991) associated effective leadership with these four traits: intellectual traits include decisiveness, judgmental ability, knowledge and verbal abilities; personality traits include alertness, originality, personal integrity, self-confidence, creativity, emotional balance, non-conformity and diplomacy; physical characteristics include

age, height, weight and appearance; supervisor ability includes ability to enlist cooperation, sociability, popularity, and prestige. Community leadership is a specific form of the general concept of leadership. In many localities, it is provided by a combination of local volunteers, business and government and is best served by what is called "place management", ie. a combination within a region of government resources, professional and business skills and the energies of the local community (http:www.ctb.ku.edu.)

Community leadership is different from the classical notion of leadership being "*about 'leaders' asking, persuading and influencing 'followers'* (Sullivan, 2007; p. 142). Community leadership in turn is usually less hierarchical (Onyx and Leonard, 2011) and often based on volunteer action (Zanbar and Itzhaky, 2013), involving the creation of social capital (Riley, 2012). Community leadership is not a tightly defined concept but is also defined by the boundaries of the community within which it operates and community leadership can consist of one individual or a group of people.

Community leaders are needed to initiate, to think about and organize around many issues: youth development, economic growth, substance abuse, crime, the environment, health care -- the list goes on and on. Each issue will require a troop of skilled leaders to handle them. These leaders may be women, young people, low -income people, people with disabilities and many others that have been told that they should follow others, not lead. Traditionally, family background, sex, race, ethnicity, and religion determine the social position one holds in the society. This is especially true in societies with a close class system of social stratification. In the modern industrial and complex societies, where an individual is allowed to move up and down the social

ladder through his intelligence, effort, will or sheer luck, the schools are granted the power to place individuals into specific social positions. Colleges and universities are granted that power through their course offerings that award different types of degrees or train the students for different specializations. The schools help individuals select their future adult roles from a wide selection of social roles and make them eligible for certain jobs and occupation (San Juan et. al, 2007)

On the other hand, a better understanding on community leadership would provide avenues for people to engage and get involve in various activities in their places most especially problems are thriving in each and every community. Corollary, the need for people to become community leaders. According to Axner (1993) the more people become leaders, the more problems that are solved. These leaders may either be elected by people or appointed or due to charisma, they are considered community leaders. Bilbao et. al (2006) expounded that the school and the community are on the front lines of the teachers' educational reach. Both are instrumental in bringing about a favourable environment that could facilitate mutual assistance and needed services. This study differs from the previously conducted ones for it will look into the perception of future leaders on community leadership that

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may determine their level of involvement in their own communities by the time they will become full-pledge and licensed teachers.

Objectives of the Study

This study sought to present the perception of the students the College of Teacher Education on community leadership.

Specifically, it aimed to answer the following questions:

1. What is the personal profile of the students in terms of the following: sex, age, place of residence, course, religion, parents' occupation, membership in organization, and leadership experience?

2. What is the perception of the students on community leadership in terms of manner of selection, qualities of community leaders, involvement in community development, and manner of implementing projects or activities?

3. Is there a significant relationship between the personal factors of the respondents and their perception on community leadership?

Conceptual Framework

Personal factors	Perception on Community Leadership
a. Course b. Sex c. Age d. Religion e. Place of Residence f. Parents' Occupation g. Membership in Organization h. Leadership experience	a. Manner of Choosing Community Leaders b. Qualities of Community Leaders c. Involvement in Community Development d. Manner of Implementing Projects/Activities
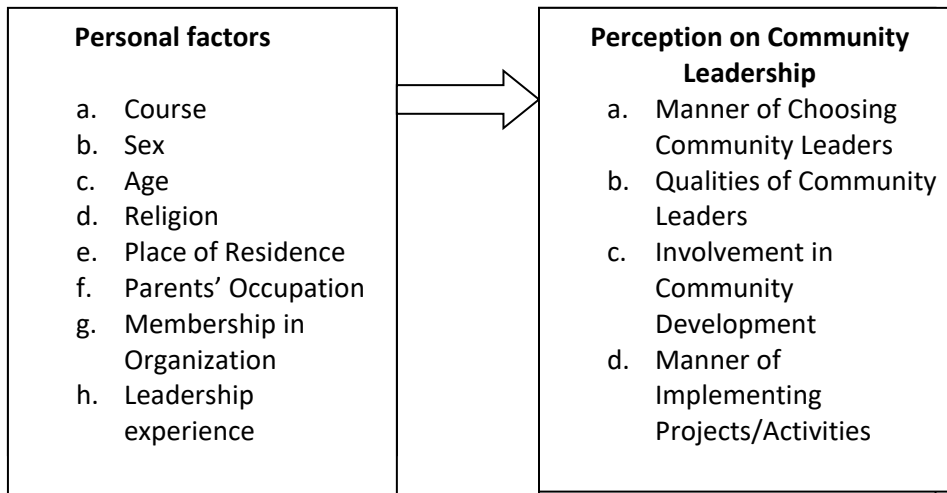
Methodology

Research Design

This study employed the descriptive-survey research design. The descriptive method is considered appropriate for this study as it sought to determine the perception of the students on community leadership.

Population and Sample

The respondents of this study are the 106 classroom officers from the four programs of the College of Teacher Education namely: Bachelor of Elementary Education, Bachelor of Secondary Education, Bachelor of Library Information Science, and Bachelor of Industrial Education. The respondents were selected through random sampling.

Data Gathering Procedure

The researcher used a questionnaire in gathering the needed information. This was distributed to the selected respondents during their vacant periods. The researcher commissioned research assistants in floating the questionnaires.

Research Instrument

A questionnaire was constructed for this study and was subjected for validation by the researcher. A portion of the questionnaire, however, was lifted from the instrument used by the researcher in her dissertation, specifically on involvement in community development.

Statistical Treatment of Data

To enable the researcher to present and summarize the data in accordance with the objectives set in this study, the following statistical treatments were used:

The frequency count and percentage, mean, and simple linear correlation analysis. to categorize the respondents according to their personal factors.

In describing the level of perception, the following scale was used arbitrarily:

1.00	-	1.80
Very Low		
1.81	-	2.60
Low		
2.61	-	3.40
Moderate		
3.41	-	4.20
High		
4.21	-	5.00
Very High		

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data gathered from the responses of 106 .

classroom officers of the College of Teacher Education.

1. Personal Profile of the Students

Table 1
Profile of the Students of the College of Teacher education

Personal factors	F	%
Course		
BSEd	37	35.0
BEEd	40	37.7
BSIE	22	20.7
BLIS	7	6.6
Total	106	100
Sex		
Male	41	38.7
Female	65	61.3
Total	106	100
Age		
20 and up	17	16.1
19	19	17.9
18	24	22.6
17	30	28.3
16	16	15.1
Total	106	100
Religion		
Catholic	93	87.7
Non-Catholic	13	12.3
Place of Residence		
Rural	96	90.6
Urban	10	9.4
Total	106	100
Father's occupation		
Professional	11	10.4
Non-professional	95	89.6
	106	100
Mother's occupation		
Professional	20	18.9
Non-professional	86	81.1

Total	106	100
Membership in community organization		
Non- Member	73	68.9
Member	33	31.1
Total	106	100
Leadership experience		
1-3 years	75	70.8
4-6 years	29	27.4
7-9 years	2	1.8
10 and above	0	
Total	106	100

Table 1 discloses that the BEEd respondents composed the greatest number of officers with 40 (37.7%) while the BLIS has the least with 7 (6.6%). This reflects that the BEEd program has the greatest number of students in the college while the smallest is the BLIS program.

It can be gleaned on Table 1 also that classroom officers are female dominated (63 or 61.3 %). With the dominance of females in all programs also signify that the teaching courses are more attractive or preferred by female students than the males; a considerable number of officers fall under age 17 (30 or 28.3 %) and the least is 20 years old and up (17 or 16.1 %). It can be noticed that the age bracket lies in the first year and second year college. The college is dominated by Catholics with 93 (87.7%) and most of the respondents are residing in the barrios (96 or 90.6%). In terms of parents' occupation, most of their parents are non-professionals. Majority of the fathers are in the farming industry while the mothers are plain housewives. Most of them are not affiliated with any organization in their places (73 or 68.9%). Majority of the respondents have experienced being officers under the bracket 1 to 3 years with 75 or 70.8 % while nobody has ever experienced being a leader straight from elementary level to the present.

2. **Perception on community leadership in terms of manner of selection, qualities of community leaders, involvement in community development, and manner of implementing projects or activities**

Table 2 presents the mean ratings showing the level of perception of the CTE students on community leadership.

Table 2
Mean ratings Showing The Perception of the CTE Students along Manner of Selection of Leaders, Qualities of Community Leaders, Involvement in Community Development, and Manner of the Community Leaders in Implementing Projects or Activities

Perception in Community Leadership	X	DR
1. MANNER OF CHOOSING COMMUNITY LEADERS		
a. A community leader should be appointed by political leaders.	3.15	M
b. A community leader should be chosen by the people based on his active participation in community activities.	4.68	VH
c. Everybody can become a community leader.	4.41	VH
d. A community leader should be elected by the registered voters in the community during local elections.	4.41	VH
e. A community leader should be appointed by elders in the community.	3.18	M
f. Age is a great factor in becoming a community leader.	3.42	H
Average Mean	3.87	H
2. QUALITIES OF A LEADER		
A community leader...		
a. is courageous.	4.62	VH
b. has the ability to provide fast, efficient, and reliable service.	4.66	VH
c is enthusiastic and committed.	4.58	VH
d has the ability to care for others.	4.63	VH
e. uses force in resolving conflicts.	3.69	H
f. has political party affiliations.	3.41	H
g. needs to be wealthy.	3.14	M
h. needs to be a degree holder.	3.37	M
i. needs to be a senior citizen.	3.10	M
j. is always present in all community activities.	4.30	VH
k. decides what has to be implemented in the community.	4.27	VH
l. shows respect for community customs and traditions and be selective of concepts of survival.	4.60	VH
m. helps adolescents to be productive in the community.	4.55	VH
n. gives equal opportunities to the people in the use of community resources.	4.70	VH
o. helps the young people to learn new concepts and ways of thinking possible solutions to severe ecological imbalance (like volumes of garbage, climate change, over population.	4.75	VH
Average Mean	4.16	VH

3. INVOLVEMENT IN COMMUNITY DEVELOPMENT		
A community leader..		
a. studies the needs and problems of the community	4.76	VH
b. acts and behaves as a model member of citizens of the community.	4.72	VH
c. prepares possible solutions and submits plans that directly improve life to concerned officials.	4.49	VH
d. encourages people to participate in community affairs and community-sponsored activities.	4.65	VH
e. cooperates with the educational, religious, social, and civic leaders of the community to discuss ways and means for the promotion of the social welfare and improvement of community life.	4.64	VH
f. carries out plans for the immediate resolution of problems in the community.	4.60	VH
	4.64	VH
4. MANNER OF IMPLEMENTING PROJECTS/ACTIVITIES		
A community leader		
a. acts and implements projects immediately upon approval of proper authorities.	4.65	VH
b. monitors and supervises the implementation of projects from beginning to end.	4.64	VH
c. volunteers to do tasks as the need arises only.	3.84	H
d. shares his time money, only if needed, for the completion of a project/activity.	4.03	H
e. assigns his family members in doing a project/activity.	3.42	H
f. encourages the people in the community to participate in every project/activity.	4.61	VH
Average Mean	**4.20**	**VH**
Overall Mean	**4.22**	**VH**

Norm: 4.21-5.0   VH   Very High
            3.41-4.20 H   High
            2.61-3.40   M   Moderate
            1.81-2.60   L   Low
              1.00-1.80   VL   Very low

It is revealed by the table that along manner of selecting officers, the mean rating on the average is described as high (3.87). Item b got the highest mean of 4.68 (VH) while item a got the lowest mean of 3.15 or M. This jibes with the study of Axner (1993) that community leaders are not necessarily elected to their positions, and usually have no legal powers, but they are often used by the media and the police as a way of determining the general feeling within a particular community, or acting as a point of liaison between that community and authorities.   This shows that the respondenats perceived that leaders should be chosen based on their contributions in their communities and with the involvement of the people in choosing them which can be done through election. The respondents also perceived that age is a great factor in becoming a community leader with a mean of 3.18 (H).

On qualities of the community leaders, the highest mean is item O with a mean of 4.75 or VH. The respondents perceived also that community leaders need not be wealthy with a mean of 3.14 (M), degree holders (3.37 or M) or senior citizens (3.10 or M) in order to become leaders. Moreover, they highly perceived that a community leader should give equal opportunities to the people in the use of community resources with a mean of 4.70 (VH). They also strongly agree that a leader should be courageous, has the ability to provide fast, efficient, and reliable service, enthusiastic and committed and has the ability to care for others. On the other hand, they highly believe on the use of force in resolving conflicts (3.69) as well as the community leaders has political party affiliations (3.41). Being future educators, the use of force is quite unusual in resolving conflicts for teachers have known to be arbiters or partners in creating a peaceful community.

In terms of community development, the respondents strongly believed that there should be high involvement of the community leaders in bringing development within the community as revealed by "very high" mean ratings in all the items. Item A has the highest mean rating of 4.76. These results signify that the respondents believed that community leaders should be aware of their social obligations as partners of the community in bringing social change geared toward development in their own community.   These   findings   therefore validate the research of Worslet as cited by San Juan (2007) that community leaders take responsibility for the well-being and improvement of their communities

On manner of implementing projects or activities, it can be noted that the respondents strongly believed that leaders should   act   and   implement   projects immediately upon approval of proper authorities (4.65 or VH) and should monitor and supervise the implementation of projects from beginning to end (4.64 or VH). They also perceived highly that a leader should assign his family members in the conduct of community project (4.61 or VH). These signify their beliefs that a leader should be a working one, and renders service and assigns work fairly even to relatives as well as influence them in extending services to the community. This affirms the study of Puchago (2003) that an important feature of the definition of leadership is that leadership is a process whereby one individual exerts influence over others. However, they highly believed that a leader may volunteer to do a task and makes sacrifices as the needs arises only. This scenario reflects that students tend to move or work if they are only told, thus volunteerism seems to be very low.

3. Significant relationship between the personal factors of the respondents and their perception on community leadership

Table 3
Relationship Between the Profile of the Students and Their Perception on Community Leadership

Personal Factors	Perceptions on Community Leadership of CTE Students				
	Manner of Choosing community leaders	Qualities of leaders	Involvement in community development	Manner of implementing project/activity	Overall perception
a. Course	.32*	.12	.11	.09	.31*
b. Sex	.29*	.40*	.11	.07	.00
c. Age	.28*	.60*	.06	.00	.05
d. Religion	-.10	.02	.11	.00	.01
e. Residence	-.09	-.02	-.3	.50*	.30*
f. Father's occupation	.00	-.01	0.01	0.06	.02
g. Mother's occupation	-.11	-.22*	.25*	.09	.07
h.Membership in Community Organization	-.11	-.11	-.04	0.00	.08
i. Leadership experience	.32*	-.50*	.05	.13	.21*

Legend: *-significant at 0.05 prob. Level

As shown in the table, it is revealed that as a whole, there is significant relationship between the respondents' perception on community leadership and the following personal factors: course (.31), residence (.30), and leadership experience (.21). These imply that the course may affect the perception of the students on community leadership while those living in the barangay may tend to have higher perception than those students in the poblacion area. This could be attributed by the presence of closer relationship among the people in the barangay due to lesser number of population, thus may tend to get them more involved in their own places than those living in the poblacion areas. The respondents with longer leadership experienced showed a higher perception than those with shorter years of being leaders. It is further noted that the course has significant relationship with their perception on manner of choosing community leaders (.32). Sex is significantly related with manner of choosing (.29) and qualities of leaders (.40) while age also yielded the same

with .28 and .60 as the values respectively. These signify that the male and older officers may tend to highly believed that in choosing leaders, they should not be appointed but rather elected based on their active participation in the community. They should possess positive qualities and are respectful as well as concerned with the people within the community especially to the youth. The type of residence (.50) is also related with the manner of implementing projects (.50). It implies that those living in the barrios may tend to have stronger perception than those who are residing in the poblacion areas. Mothers' occupation also yielded significant relationship with the qualities of leaders (-.22) and their involvement in community development (.25). The officers whose mothers are working may tend to strongly believed that a community leader should be a man of character with positive characteristics. However, officers with housekeeping mothers may tend to believe that a community leader should be highly involved in the conduct of community activities or projects, thus, creating a picture of a working leader. Leadership experience also yielded positive relationship toward manner of choosing community leaders (.32) and the qualities of leaders (-.50). The officers with longer leadership experience tend to have higher perception in the manner of choosing a community leader than those with shorter experiences while the younger ones may tend to believe that a community should possess positive qualities and leaders may not necessarily be wealthy, degree holder or senior citizen. Those are just secondary because what matter most to the respondents is the capability of the community leaders in providing quality service to their constituents.

It can be noted that religion, father's occupation and membership in community organizations do not influence the perception of the respondents regarding community leadership.

CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions and recommendations based on the yielded results of the study.

Conclusions

Based on the findings of this study, the researcher concluded the following: the leaders tend to be females but have no or limited membership in community organizations and most of them became leaders in college level only; the students tend to have very high perception on community leadership in general. However, there is a need to inculcate the virtue of tolerance in solving conflicts, the value of volunteerism in doing a task and selflessness in order to render quality service to constituents and; the personal factors such as course, sex, residence, mother's occupation, and leadership experience tend to have significant relationship with the perception of the respondents. These factors would likely play an indispensable role in maintaining very high level of perception on community leadership.

Recommendations

The following recommendations are hereby advanced: students must be motivated to become members and actively involved in community organizations to further expose them and get in touch with their communities better; the conduct of conflict management seminar and sensitivity training that would develop the spirit of volunteerism and selflessness must be provided to the students to enhance their leadership

capabilities and enrich their knowledge on conflict resolution; and similar study should be conducted on community leadership using other variables in determining the level of perception and extent of involvement of the students in their communities.

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