



SURVEY-QUESTIONNAIRE

Thank you for taking part in this survey, which is being undertaken as part of my Dissertation Writing under the program of Doctor of Philosophy in Education Major in Educational Leadership and Management (PHDELM) at De La Salle University – Taft.

My research study entitled, “*A Mixed Method Study on the Exercise of Personal Power by Schools Division Superintendents in the Philippines*” is an integral endeavor to be focused on especially in the educational sector of the Philippines and will concentrate on the exercise of personal power among schools division superintendents in a school division.

This survey contains the following: Demographic Profile and Exercise of Power; the survey-questionnaire will take 20 to 30 minutes to complete.

Please answer all the items provided and return the completed survey to the researcher. Your cooperation is highly appreciated and answers will be treated with utmost confidentiality. All data collected will be anonymous and will not be used for any purposes outside of this research.

Even though, this paper claims to use census method in order to get all the responses of the participants, this participation is voluntary and respondents can discontinue/opt out in the survey anytime.

Thank you.

Part I. Demographic Profile

Instructions: Please supply all the requested information.

Gender: _____ Male _____ Female _____ Others, pls. specify	Age: _____	Years of Service as an SDS: _____ 1 to 3 years _____ 4 to 6 years _____ 7 to 10 years _____ 11 years and above
Marital Status: _____ Single _____ Married _____ Widow/Widower _____ Separated _____ Others, pls. specify	Highest Educational Attainment: _____ Master's Degree _____ Doctoral Degree _____ Others, pls. specify	Other Eligibility: Pls. specify: _____

Part II. Instructions: Indicate your answer by putting a check mark (✓) on the box or appropriate column. Please be guided with the following scale below:

Rating Scale:

- 5 - Always (A)
- 4 - Often (O)
- 3 - Sometimes (S)
- 2 - Rarely (R)
- 1 - Never (N)

Descriptions	(A) 5	(O) 4	(S) 3	(R) 2	(N) 1
1. I am in the position to punish uncooperative and difficult people.					
2. I establish procedures for effective and efficient operations in all departments of the schools division.					
3. I make sure that my subordinates will comply with what is needed because they believe in the legitimacy of my position.					
4. I have the authority to instruct and set direction for the entire schools division.					
5. I carry out a policy or course of action, mandated by the region or the Department of Education.					
6. I maintain complete and total control of the school division.					
7. I ensure quality and accessible education in schools					

and learning centers as one of my duties and responsibilities.					
8. I maintain formal and distant relationships with my people in the schools division.					
9. I know that my people will obey my command and orders because of my position.					
10. I supervise the overall operation of the schools division.					
11. I have the authority to instruct disciplinary action to subordinates who do not obey me.					
12. I use my position and authority to control the people within the schools division.					
13. I have the power to command an order, which is underpinned by rules and even laws to exert control over them.					
14. I ensure the implementation of policies as established by the Department of Education.					
15. I give orders to my people since I am the head of the schools division.					
16. I can use reward as a negotiating strategy in directing and commanding the organization.					
17. I understand that rewarding gives gratification to teaching and non-teaching personnel and brings success to an educational community while contributing greatly in the total development and competencies of the schools division.					
18. I have the ability to confer or withhold rewards such as money, privileges, promotion, or status.					
19. I affirm that giving praise is a strong motivator and can be considered as an intangible reward.					
20. Giving reward may bring a better change in the behavior of teaching and non-teaching personnel.					
21. I understand that if the reward available can only be given to a subset of teaching and non-teaching personnel then this can create healthy competition amongst personnel to achieve the reward.					
22. I am able to give special benefits and rewards to people because I find it advantageous to trade with him or her.					
23. I attest that if a reward has been promised to the entire schools division if they hit an objective, then this can create a strong bond within the whole schools division as everyone achieve a common goal.					
24. I assert that the use of reward can promote trust and loyalty to the schools division.					
25. I can motivate people to respond through promotions and awards in my schools division.					
26. I affirm that the anticipation of a reward can encourage teaching and non-teaching personnel to work hard to achieve reward.					
27. I understand that I can motivate teaching and non-teaching personnel by providing incentives for					

performance in the form of resources.					
28. I assert that the use of reward can get a subordinate to follow an instruction, with power coming from a school superintendent to withhold the reward for noncompliance.					
29. I attest that providing positive reinforcement and incentivizing people can foster creativity, healthy competition, and excitement across the schools division.					
30. I understand that giving reward plays an important role towards an effective leadership.					
31. I can reprimand my subordinates because I am capable to do it.					
32. I assert that I have the ability and authority to punish if expectations are not met.					
33. I use suspension or termination to ensure that the rules and policies of the schools division are being followed accordingly including those related to administrative offenses.					
34. I can make things difficult to some people specifically if he or she is not following me.					
35. I have the ability to control the behavior of my subordinates by ensuring that they adhere to the organization's policies and norms.					
36. I have the ability to force a subordinate to follow an order by threatening the employee with punishment if the subordinate does not comply with the order.					
37. If the schools division is undergoing any changes, then coercion could deter any resistance from teaching and non-teaching personnel.					
38. I affirm that coercion can ensure that teaching and non-teaching personnel will follow rules and policies of the Department.					
39. I understand that coerciveness aids in the demand of compliance to the organizations protocol for new and veteran personnel.					
40. I develop discipline among teaching and non-teaching personnel, which I believe improves efficiency and productivity of the schools division.					
41. I attest that I have the authority to prevent or eliminate harassment and discrimination in my schools division.					
42. If teaching and non-teaching personnel defy Department policies or standards, I immediately correct behaviors of teaching and non-teaching personnel through an appropriate sanction or punishment.					
43. At times, I assert that punishment, or even the threat of punishment is necessary to establish a successful, incident free organization.					
44. I affirm that coercion increases an antagonistic climate and enforced compliance.					
45. I know that coercion is effective to control what is happening inside the schools division.					

46. I am using my charisma to attract others, build loyalty with them and use it for them to follow me.					
47. I desire for a feeling of oneness and acceptance in a valued relationship in my own schools division.					
48. I ensure to give my people the satisfaction they need at work by creating an inspiring vision and build an emotional bond/positive relationship between my people and me.					
49. I appreciate extra effort to applaud accomplishments rather than highlighting areas of improvement.					
50. I extend beyond clocking in and clocking out each day, even beyond work-related matters to accommodate the needs of my people.					
51. I keep and commit with my promises and do unsolicited favors for my people.					
52. I engage and affiliate my people in activities that are challenging, interesting, and internally rewarding without the prospect of external reward or coercion.					
53. I use sincere forms of ingratiation as well as communicate with them in order to find and fill the people's need.					
54. I ascertain a deep appreciation of empowerment for it involves critical decision-making and taking actions that enable them to make real choices that could transform these choices into desired actions or outcomes.					
55. I let them discuss their thoughts and how their contributions could impact the strategic interest of the school division. Through this, I can assure the involvement and closeness among members is visible in achieving desired goal.					
56. I utilize my personal attributes, personalities, and appearance to articulate organizational vision and achieve organizational objective.					
57. I practice what I preach to build trust with my people as well as recognize the hard work and good ideas of my people for them to be empowered and work harder.					
58. I inspire and motivate my people to be fully involved in achieving goals and objectives of the organization.					
59. I treat my people with respect no matter what their rank is and always place a lot of value on each member of the organization.					
60. I ascertain that the power of imitation and modeling is an important factor to influence people.					
61. I make certain to create my own ethical codes and ethical guidelines for these guidelines have positive impacts on the ethical behavior of my people.					
62. I assert that I am well trained in handling problems using my intellect and also a good persuasion expert.					
63. I have the ability to communicate, persuade, negotiate, influence, delegate, and interact effectively with other people that enable me to leverage using other's people effort and knowledge.					

64. I make bargains with people using my high-level of skills and knowledge to achieve what I want.					
65. I guarantee to have complete knowledge of ethical issues, which members of my organization faces.					
66. I am a strong motivator and believe that every human interaction involves a complex process of persuasion and influence.					
67. I ascertain that rank means responsibility but not authority, and superintendent's job is not to command, but to persuade.					
68. I have the ability to stand out in certain areas that lead to my advancement with other people.					
69. I respect organizational needs and tailor my knowledge to suit the requirements.					
70. I intend to continue learning and improving through continual formal study, trainings, and leadership seminars so that I can hold my influence with other people.					
71. I have the superior knowledge, expertise, and proven ability to perform my duties and responsibilities as a schools division superintendent.					
72. I can understand and effectively communicate educational content to my people in the schools division because of my credibility and decisive leadership.					
73. I have an elevated level of knowledge or specific skill set that others in the organization do not have.					
74. I attest that the more I learn a lot of things, the better I can hold my influence with other people.					
75. I know that I possess superior skills, knowledge, and abilities that enables me to perform tasks and provide my people with better understanding of the world around them.					

Thank you for participating in this research study. Please now return your completed questionnaire to the researcher for inclusion into my research.

Survey Questionnaire No. _____