

BIBLIOGRAPHY

TIL-ADAN, ODIT S. APRIL 2012. Interpersonal Relationship and Leadership Styles of Officers and Management Staff of Primary Cooperative of Bauko, Mountain Province. Benguet State University. La Trinidad, Benguet.

Adviser: Leopoldo N. Tagarino, MSc.

ABSTRACT

The study was conducted intended to identify and describe leadership style of officers and staff of primary cooperatives of Bauko, mountain province, to identify their interpersonal, leadership style and to determine its affection to the management of the organization.

Results shows that dominant interpersonal as it was classified as assertive, passive and aggressive practiced by the officers and staff was assertive, that is, they are expressing their true feelings to someone they really care for. Their dominant leadership style is democratic for they are both often which has a range of 3.51-4.5 in treating everyone as equal.

Lastly, it was determined that practicing democratic style affects the management of the organization, majority of the respondents fell under range of 3.5-4.5 and least for under 2.51-3.5. It was revealed that the two groups of respondents the same level of perception with regards to the management of their perspective cooperatives.



TABLE OF CONTENTS

	Page
Bibliography.....	i
Abstract	i
Table of Contents.....	ii
INTRODUCTION	
Rationale	1
Importance of the Study.....	2
Statement of the Problem.....	2
Objectives of the Study.....	3
Scope and Delimitation.....	3
REVIEW OF LITERATURE	
Cooperative Way of Development.....	4
Cooperative Management.....	5
How to Manage.....	6
Interpersonal Qualities.....	6
Interpersonal Skills and qualities a Leader Needs.....	7
Leadership Models.....	10
Leadership Concepts.....	16
Definition of Terms.....	18
METHODOLOGY	
Locale and Time of the Study.....	20

Respondents of the Study.....	20
Research Instruments.....	20
Data Gathered.....	20
Data Analysis.....	21
RESULTS AND DISCUSSION	
Profile of the Respondents	22
Interpersonal Relationship	24
Leadership Styles	30
The Effects of Leadership Styles to the Management of the Organization.....	37
SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Summary.....	39
Conclusion.....	39
Recommendations.....	40
LITERATURE CITED.....	41
APPENDIX	
A. Letter to the Respondents.....	42
B. Survey Questionnaire.....	43

INTRODUCTION

Rationale

Wise leadership is the most important single factor in successful operation. It holds equally true for a company as a whole, a department, or gang workers. Good leadership implies: the ability to do what the task set is accomplished, the personality and ability to win cooperation and loyalty, the skill to direct and control the effects of others.

Bauko is one of the municipalities of Mountain Province where the people depend on agriculture for their livelihood. Bauko has 22 barangays and it is divided into two districts, lower and upper Bauko. There were 12 primary cooperatives organized in this Municipality according to the list of the CDA as of Dec. 31, 2003 but as of Dec. 31, 2010, there are only 8 primary cooperatives existing. As an observation, lack of qualified leader is one reason why other cooperative dissolved.

The life and future of an organization greatly depend on dynamic leadership. It has to sustain its increasing and changing responsibilities. It has to anticipate needs and problems and move forward. Otherwise, if it remains stagnant, its relevance and economic viability may likely disappear. There are organizations which apparently are strong and active. However, a deeper analysis shows that the leadership is only confined in the president or manager. When the man leaves the organization, it immediately crumbles like a house of cards. Many organizations are like this. A void of leadership is created the moment the current leaders make an exit.

Lack of dynamic leadership is considered one of the causes of the failures of cooperatives. In the past, many cooperatives had been organized but they remained in their infant stage and soon died a natural death. For a cooperative to be dynamic, its



leadership must be spread out to as many individuals as possible. The quality of leadership can be improved through continuous training and education. More members of the cooperative should acquire leadership skills and values. It has been the policy of successful cooperatives to rotate management positions to the officers and interested members in order to equip them with the necessary expertise in the different management positions. This process builds up a reservoir of competent leaders and managers in the Cooperative. Thus, the chain of leadership remains strong and unbroken.

Importance of the Study

The research findings brought the new insights on how Managers and officers handle these leadership styles in their respective organizations or cooperatives and also with their subordinates. The outcomes could provide general information necessary for cooperative employee's management to be considered in the organizational development. It is hoped that the result will contribute positive inputs towards improving the cooperative leader's performance as well as performance of cooperatives in this area.

Statement of the Problem

The study sought to answer the following questions:

1. What are the interpersonal relationship styles between the officers and staffs?
2. What are the leadership styles of officers and staffs of primary cooperatives in Bauko, Mountain Province?
3. What are the effects of leadership styles to the management of the organization.



Objectives of the Study

The study aimed to:

1. Determine the interpersonal relationship styles between the officers and staffs.
2. Identify leadership styles of officers and staffs of primary cooperatives in Bauko, Mountain Province.
3. Determinethe effects of leadership style to the management of organization.

Scope and Limitation of the Study

The study was focus on the cooperative leader's perception of their leadership styles in nine primary cooperatives establishments in Bauko, Mountain Province particularly the managers and the officers.

The result could provide information necessary in how cooperative leaders interact towards their subordinates in order to have positive outputs to these subordinates as well as to the business operations of these cooperatives.



REVIEW OF LITERATURE

The Cooperative Way of Development

Long before the introduction of the concept of human resources approach in modern business organizations, progressive cooperatives have been using it in the development their members. The societal milieu during the time of the Rochdale Pioneers was dominated by economic discriminations against the working class. The capitalist treated their workers like machines in the productions of goods. The laissez faire policy of the government became more favorable to the capitalist in promoting their own economic interests.

The Rochdale Pioneers, inspired by the teachings of social reformers and philosophers, such as Karl Marx, Robert Owen, and others, organized their own cooperative society to fight the evils of capitalism. To them, man was more important than money. So they created the principle of one man, one vote. This places the importance and dignity of man over and above all other considerations. Regardless of the amount of money a member has invested in his cooperative, he is entitled to only one vote. Such principle denotes equality of rights among the members. It is different in a capitalistic system. Profits are most important and in more ways than one, the consumers are exploited and the workers are abused in order to gain more profits. In decision making, more investments mean more votes. The man with the biggest amount of money in the business organization makes the decision.

In a cooperative, everybody is encouraged to participate actively in all affairs of their organization- from planning to management. It is most democratic in its government and the members are treated with respect and dignity. The members and the officers have



been constantly exposed to trainings and education to improve their attitudes, values, and skills. The cooperative provides a fertile environment for the members to pursue their own development and growth within their capabilities and inclinations (Abella and Fajardo, 1999).

Cooperative Management

Drucker (1999), as cited by Abella and Fajardo (1999), a management consultant stated that a manager is one who gives others the vision and ability to perform. The manager teaches subordinates how to perform their jobs better. He imparts the right knowledge, skills, attitudes, and values to his men. Nevertheless, he must possess, above all, honesty and integrity. These are most important qualities of a manager.

The chief executive officer of a cooperative is the general manager. He is appointed by the Board of Directors and he is responsible to them. He implements the policies of the Board and the Membership Assembly. The Cooperative Development Authority has prescribed the qualifications of the general manager, namely:

1. He must be familiar with the business operations of the cooperative.
2. He must be at least a college graduate or he has finished the CDA Cooperative Program.
3. He must have at least two years experience in cooperative or related business.
4. He must be honest and must have a deep sense of responsibility.
5. He must not be engaged directly or indirectly in any business similar to that handled by the cooperative.
6. He must be willing to undergo pre- service and/or in-service training.



7. He must not be facing, or has been convicted of any administrative or criminal case involving moral turpitude, gross negligence, or grave misconduct in the performance of his duties.

8. He must not be addicted to any form of gambling or immoral or vicious habits.

How to Manage

The manager is considered the most important and dynamic element in any organization. Without his leadership, the resources of production remain idle and unproductive. He is responsible for planning, organizing, and coordinating the other factors of production, such as land, labor, and capital. Managers in any type of organizations perform the same basic functions, such as planning, organizing, staffing, directing, control, innovation, and representation. The success of the organization depends on the efficient performance of the said management functions (Abella and Fajardo, 1999).

Interpersonal Qualities

Schutz (1958), as stated by Robbins (1989), identified that there are three interpersonal needs that vary among individuals. The first is inclusion, the need to establish and maintain a relationship with other people. It seeks to determine how you balance the desire to be part of a group against the desire for solitude. The second is control, the need to maintain the satisfactory balance of power and influence in relationships. It confronts the trade-off made between the desire for structure and authority, versus the desire for freedom. Finally, there is the need for affection, the need to form close and personal relationship with others. It seeks how to determine the balance



between the desire for warmth and commitment against the desire to maintain distance and independence.

Robbins (1989) further identified interpersonal styles as passive, aggressive and assertive behaviors. Passive behavior is inhibited and submissive. Individuals who score high in passive behavior seek to avoid conflicts and tend to sublimate their own needs and feelings in order to satisfy other people. Aggressive behavior is the opposite of passiveness; it is domineering, pushy, self-centered, and without regard for the feelings or rights of others. Robbins argued that both passive and aggressive behaviors hinder effective interpersonal relations because of neither facilities openness nor receptiveness. The preferred style is assertive behavior. People who score high are assertiveness express their ideas and feelings openly, stand up for their rights and do so in a way that makes it easier for others to do the same. The assertive person, therefore, is straightforward, yet sensitive to the needs of others. Assertiveness improves interpersonal communication because the more assertive one is; the more assertive he encourages others to be. Thus, assertiveness facilitates more effective interactions because it lessens defensiveness, domination, putting down other people, “wishy - washiness” and similar dysfunctional behaviors.

Interpersonal Skills and Qualities a Leader Needs

Anonymous (2011), No matter in what context—political, business, non-profit, or interest-based organizations, a leader will always deal with people. After all, people are the components of the organization. Without other people, a leader is not a leader. He’s



just an individual trying to do something. This calls for good interpersonal skills on the part of a leader. Here are ten interpersonal skills and qualities that a leader needs:

1. Good understanding of personality. Every individual is unique. No doubt about that. But different persons usually act and behave in the same ways although in different circumstances. A leader who has a good understanding of personality will know the different quirks, strengths and weaknesses of a person given his personality. In part, this skill is part of emotional intelligence. When a leader knows the different emotional switches of a person, he can more easily motivate and deal with such a person.

2. Understanding the requirements of jobs and projects. Each job and project requires different skill sets and levels of competence. If a leader knows the requirements of a job, he can easily identify the best people who can work in a particular job or project. This ability also requires extensive knowledge about the business and the organizational setting where he is in. Sometimes, too, the person with the best ability is the not the person most suited for the job. There are certain personalities who can thrive in varying degrees of pressure and environmental stimuli. A good leader can easily identify the right person for each job.

3. Confidence. A confident leader is not afraid to put himself out there. He can praise or criticize without doubting himself. A confident leader can also take risks without worrying that his name will be smeared or destroyed. He can then make decisions that are wise, reasonable and practical without seeking the approval of anyone.

4. Humility. Yet, a good leader also has humility. He's not afraid to acknowledge that he is wrong, if he is, indeed wrong. Too often, there are leaders who do not recognize their mistakes and wrongs until it is too late—the damage has been done, the organization



is in the throes of its existence, and there is no way but out for such a leader. A humble leader will not seek praise for him but rather, he can work as excellently as he could. Furthermore, a humble leader can be easily approached by his followers, thus, paving the way for better communications and relationships.

5. Listening skills. Communication is a two-way street. A leader who mainly does the talking without input from other colleagues and followers is only giving orders. There are times that a leader needs to listen effectively to his followers and those who have gone before him in order to know the best course of action. This is especially important for leaders who are at the top level and could not easily take a view of the grassroots.

6. Clear articulation. A leader should know clearly what he is communicating to his people. If he, himself, is not clear, then the followers will have a hard time following him. Unclear communications is the source of misunderstanding and conflict within the organization. By being crystal clear, a leader will be preventing misunderstandings from occurring and ensuring the smooth flow of information within the team or organization.

7. Ability to motivate others. Some leaders tend to communicate negatively. Sometimes, they favor the words “DON’T,” “NO,” “SHOULDN’T” and “WOULDN’T” among others. It’s better to communicate positively so as to motivate colleagues and followers in the workplace. Shouting to subordinates isn’t good communication. Even if, by some remote chances, the message is supposed to help a person, if done through shouting, the person may feel belittled and would remember the shouting incident instead of the message being given.

8. Emotional intelligence. Emotional Intelligence is the term given by social scientists to the ability to perceive one’s own emotions, the emotions of others and that of



groups. If a leader has emotional intelligence, he can also identify sources of discomfort from the people he leads and help towards creating a better workplace and interpersonal relationships at work.

9. Influence. John Maxwell argued that leadership can be summed by the term “Influence.” While that may be debatable, I know for a fact that a leader needs to wield influence over his people in order to accomplish anything at all! A person with an official designation and position will only be followed by people to the extent that he exercises his position. But a true leader with influence will be followed even in other areas of life and work.

10. Conflict resolution skills. Finally, one of the most important interpersonal skills that a leader should have is conflict resolution. Because of the different personalities and temperaments of people in the workplace and in the organization, they are bound to have conflict. Conflict resolution skills, therefore, is an essential part of the leadership process.

Leadership Models

Behavioral theories; not only, it was hoped, would be behavioral theories approach provide more definitive answer about the nature of leadership, but, if successful, it would have practical implications quite different from those of the trait approach (Robbins,1988).

According to B.F Skinner(1974), the father of behavior modification developed the concept of positive reinforcement. Positive reinforcement occurs when a positive stimulus is presented in response to a behavior, increasing the livelihood of that behavior in the future. The following is an example of how positive reinforcement can be used in a



business setting. Assume praise is a positive reinforcement for a particular employee. This employee does not show up to work on time every day. The Manager of this employee decides to praise the employee for showing up on time every day the employee actually shows up to work on time. As a result, the employee comes to work on time more often because the employee likes to be praised. In this example, praise (i.e. behavior) to work on time more frequently after being praised for showing up to work on time. The use of positive reinforcement is a successful and growing technique used by leaders to motivate and attain desired behaviors from subordinates.

The Ohio State Studies (1940), as further said by Robbins (1988), initiating structure refers to the extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment. It includes behavior that attempts to organize work, work relationship, and goals. A consideration is defined as the extent to which a person has job relationships characterized by mutual trust, respect for subordinates ideas, and regard for their feelings. He or she shows concern for his or her followers' comfort, well-being, status, and satisfaction. A leader high in consideration helps subordinates with personal problems, is friendly and approachable, and treats all subordinates as equal.

The Ohio State studies exemplified the behavioral approach to leadership. They provide reliable means of measuring leader behavior. The identification of consideration and initiating structure, factors that account for most of the variance in leader behavior, was a major advance in understanding leadership. Initiating structures referred to such leader behaviors as dividing work, setting deadlines and priorities, supervision and the like which were oriented to accomplish the assigned task/ function of the group.



Consideration, on the other hand, referred to such leader behaviors as supportiveness, friendliness, openness, trust, etc. These were essentially oriented towards helping the follower meet his personal needs. The studies initially found passive relationships between consideration and satisfaction, on the one hand, and initiating structure and performance, on the other. However, later studies could not replicate this initial simple relationship (Rodriguez and Echanis, 1988)

Autocratic-Democratic Continuum Model (1940), by Robbins (1988), If Autocratic and democratic behavior patterns were viewed only as two extreme positions, this model would be correctly labeled as a behavior theory. However, they are merely two of many positions along a continuum. At one extreme the leader makes the decision, tells his or her subordinates, and expects them to carry out that decision. At the other extreme, the leader fully shares his or her decision-making power with his or her subordinates, allowing each member of the group to carry an equal voice; one person, one vote. Between these two extremes fall a member of leadership styles, with the style selected dependent upon forces in the leaders themselves, their operating group, and the situation. Although this represents a contingency theory, we shall find, upon investigating the other contingency approaches, that it is quite primitive.

The Fiedler contingency model (1940), by Robbins (1988), proposes that effective group performance depends upon the proper match between the leader's style of interacting with his or her subordinates and the degree to which the situation gives control and influence to the leader.

Flippo (1984) found that the contingency theory developed by Fred E. Fiedler is also a situational approach. The framework is made up of eight significantly different



situations and two basic types of leadership styles. In identifying the eight situations, these major elements are analyzed; (1) leader- member relations, (2) task structure, and (3) position power of the leader. Measurement of leader-member relations is done on a group- atmosphere scale indicating the degree to which the leaders feel accepted by subordinates. The atmosphere may be friendly or unfriendly, relaxed or tense, and threatening or supportive. Task structure is measured by evaluating clarity of goals, verifiability of decisions made, specificity of solutions, and multiplicity of options available for solving problems. The position power of the leader is determined by the degree of influence he or she has over rewards and punishment, as well as by the amount of official authority. Through mixing these three elements, eight situations can be identified.

According to Fiedler(1967), there is no ideal leader. Both task- oriented and relationship- oriented leaders can be effective if their leadership orientation fits the situation. When there is a good leader- member relation, a highly structured task, and high leader position power, the situation is considered a “favorable situation”. Fiedler found that task- oriented leaders are more effective in extremely favorable or unfavorable situations, where relationship- oriented leaders perform best in situations with intermediate favorability. Fiedler states that the better the leader- member relations, the more highly structured the job, and the stronger the position power, the more control or influence the leader has.

Transactional and Transformational theories (Burns, 1978); the transactional leader is given power to perform certain tasks and reward or punish for the team’s performance. It gives the opportunity to the manager to lead the group and the group



agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached while transformational leader motivates its team to be effective and efficient. Communication is the base for goal achievement focusing the group on the final desired outcome or goal attainment. This leader is highly visible and uses chain of command to get the job done. It focuses on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the company's vision.

Robert House (1971), developed the Path- goal Theory and was based on the expectancy theory of Victor Vroom. According to House, the essence of the study is “ the meta proposition that leaders, to be effective, engage in behaviors that complement subordinates environments and abilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction and individual and work unit performance. The theory identifies four leader behaviors, achievement- oriented, directive, participative, and supportive, that are contingent to the environment factors and follower characteristics. The Fiedler Contingency Model proposes that effective group performance depends upon the proper match between the leader's style of interacting with his or her subordinates and the degree to which the situation gives control and influence to the leader. According to this theory, a leader's behavior is acceptable to subordinates insofar as they view it as an immediate source of satisfaction or as a means of future satisfaction. A Leader's behavior is motivated to the degree that it (1) Makes



subordinates need satisfaction contingent on active performance and (2) Provides the coaching, guidance, support, and rewards that are necessary for effective performance.

Functional Leadership Theory (Hackman and Walton, 1986), is a particularly useful theory for addressing specific leader behaviors expected to contribute to organizational or unit effectiveness. This theory argues that the leaders' main job is to see that whatever is necessary to group needs is taken care of; thus, a leader can be said to have done their job well when they have contributed to group effectiveness and cohesion. While Functional leadership theory has most often been applied to team leadership, it has also been affectively applied to broader organizational leadership as well. In summarizing literature on functional leadership observed five broad functions a leader performs when promoting organization's effectiveness. These functions include; (1) environmental monitoring, (2) organizing subordinate activities, (3) teaching and coaching subordinates, (4) monitoring others, and (5) intervening actively to the groups work. A variety of leadership behaviors are expected to facilitate these functions. In initial work identifying leader behavior; Fleishman, observed that subordinates perceived their supervisor's behavior in terms of two broad categories referred to as consideration and initiating structure. Consideration includes behavior involved in fostering effective relationships. Examples of such behavior would include showing concern for a subordinate or acting in a supportive manner towards others. Initiating structure involves the actions of the leader focused specifically on task accomplishment. This could include role clarification, setting performance standards, and holding subordinates accountable to those standards.

Leadership Concepts



Peters and Waterman (1982) and Bryman (1992) as cited by Paul (1999), the theory and research of leadership in public and private organizations isolate various characteristics of leadership. In recent years, these have centered on leaders as good at articulating and communicating visions, good at empowering people and good at developing the trust of their followers.

Leadership can be perceived as a particularly emotion-laden process, with emotions entwined with the social influence process. In an organization, the leader's mood has some effects on his/her group. These effects can be described in 3 levels: (1) the mood of individual group members. Group members with leaders in a positive mood experience more positive mood than do group members with leaders in a negative mood. The leaders transmit their moods to other group members through the mechanism of emotional contagion. Mood contagion may be one of the psychological mechanisms by which charismatic leaders influence followers. (2) The effective tone of the group. Group effective tone represents the consistent or homogeneous affective reactions within a group. Group affective tone is an aggregate of the moods of the individual members of the group and refers to mood at the group level of analysis. Groups with leaders in a positive mood have a more positive affective tone than do groups with leaders in a negative mood. (3) Group processes like coordination, effort expenditure, and task strategy. Public expressions of mood impact how group members think and act. When people experience and express mood, they send signals to others. Leaders signal their goals, intention, and attitudes through their expressions of moods. For example, expressions of positive moods by leaders signal that leaders deem progress toward goals to be good. The group members respond to those signals cognitively and behaviorally in



ways that are reflected in the group processes. Beyond the leader's mood, her/his behavior is a source for employee positive and negative emotions at work. The leader creates situations and events that lead to emotional response. Certain leader behaviors displayed during interactions with their employees are the sources of these affective events. Leaders shape workplace affective events. Examples - feedback giving, allocating task, resource distribution. Since employee behavior and productivity are directly affected by their emotional states, it is imperative to consider employee emotional responses to organizational leaders. Emotional intelligence, the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership in organizations (Anonymous, 2011).

It is different from management in that a leader strives for voluntary cooperation, whereas a manager may have to depend on aversion to change employee behavior (Pride, 1999).

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders developed through a never ending process of self- study, education, training and experience. To inspire your workers into higher levels of teamwork, there are certain things you must be, know and do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are not resting on their laurels (Jago, 1982).

Definition of Terms



Cooperatives. A duly registered association of persons with common bond of interest who have voluntarily joined together to achieve a lawful common social economic end, making equitable contributions to the capital required and accepting a fair share of the risk and benefits of the understanding in accordance with universally accepted cooperatives principles.

Primary Cooperatives. A cooperative whose members of are natural persons.

Leadership. This refers to leadership on the job or the ability to influence the thinking, attitude, activities and others so that they willingly direct their behavior towards organizational activities.

Leadership traits. This refers to the personal characteristics manifested by managers of the cooperatives.

Leadership behavior. This is the behavior manifested by an officer or manager of the cooperative along the dimensions of initiating structured and consideration.

Leadership styles. These are various patterns of behavior favored by cooperative managers such as leadership behavior and interpersonal relationships.

Autocratic leader. A leader who mainly depend upon his own skills and knowledge not considering the side of his subordinates in leading them and for him, nothing is important than accomplishing a goal not caring the feelings of his subordinates.

Democratic leader. A leader, who treats his subordinates as co-workers or as his equal, establishes rapport relationship towards his subordinates, approachable and friendly to everyone and gives considerations to anything.



Laissez- faire leader. A leader who let his subordinates do the task alone, without interference to what subordinates discuss and settle alone any problems encountered inside the cooperative.



METHODOLOGY

Locale and Time of the Study

The research was conducted in Bauko, Mountain Province from January-February 2012.

Bauko is one of the municipalities of Mountain Province where the people depend on agriculture for their livelihood. Bauko has 22 barangays and it is divided into two districts, lower and upper Bauko. There were 12 primary cooperatives organized in this Municipality according to the list of the CDA as of Dec. 31, 2003 but as of Dec. 31, 2010, there are only 8 primary cooperatives existing.

Respondents of the Study

Eight primary cooperatives were considered as a source of the respondents. Total enumeration was used in selecting the cooperatives. There were eight respondents from each of the cooperative. One manager, one Board of Director, one audit committee, one election committee and four staffs, a total of 64 respondents.

Data Gathering Procedure

The data was collected using a questionnaire. However, the researcher guided the respondents in answering the questions to ensure that they fully understood and answered all the questions.

Data Gathered

The data gathered were on the interpersonal relationship between the managers and its subordinates, the leadership styles of managers and officers of primary



cooperatives in Bauko, Mountain Province and its affection to the management of the organization.

Data Analysis

The data analysis collected was classified, tabulated and analyzed using the descriptive method and regression correlation.



RESULTS AND DISCUSSION

Profile of the Respondents

Table 1 presents the profile of the respondents as to their age, gender, civil status, educational attainment, position in the cooperative, number of years of involvement for the officers and number of involvement for the staffs.

Age. Under officers, 18.75% were aged 41-50 years old and 14.06% were aged 51-60 years old, followed by 9.37% whose aged ranged from 31-40 years old and few (7.81%) were aged 61-70 years old. Under staff, 15.62% were aged 41-50 years old followed by 10.94% whose aged range from 31-40 years old and 20-30 years old. Few (9.37%) were aged from 51-60 years old and 3.12% were aged 61-70 years old. As seen in the total it shows that most aged ranged 41-50 years old are more than compared to others.

Gender. Some (26.56%) of the respondents were female under officers and 23.44% were male. Most (37.5%) of the respondents under staff were female and few (12.5%) were male. In the total, this implies that all in all females are more active than male.

Civil Status. Most of the respondents under officers were married with the percentage of 46.87% and few (3.12%) were single. For the staff, most of them are also married with the percentage of 42.19% and few (7.81%) were single. This shows that married are more interesting in entering business than single.

Educational Background. Under officers, 28.12% had reached college graduate and 12.5% for secondary graduate, followed by few (3.12%) college undergraduate and elementary undergraduate. Lastly, 1.56% were reached secondary undergraduate and



elementary graduate. Under staff, there were 23.44% had reached college graduate and 17.19% for secondary graduate, followed by 4.69% secondary undergraduate and few (3.12%) had reached vocational graduate. Lastly, 1.56% were reached college undergraduate.

Position in the cooperative. Half (50%) of them were officers and half (50%) also for staffs.

Number of years of involvement. Most of the officers (37.5%) were belong in one to ten years of involvement in the cooperative and 6.25% for eleven to thirty and above years.

Number of years of employment. Most of the staffs were (46.87%) belong to one to ten years of employment and 3.12% for 21-30 years.

Table 1. Profile of the respondents

PARTICULARS	OFFICERS		STAFF		TOTAL	
	F	%	F	%	F	%
Age						
20-30	-	-	7	10.94	7	10.94
31-40	6	9.37	7	10.94	13	20.31
41-50	12	18.75	10	15.62	22	34.37
51-60	9	14.06	6	9.37	15	23.44
61-70	5	7.81	2	3.12	7	10.94
TOTAL	32	50.00	32	50.00	64	100.00
Gender						
Male	15	23.44	8	12.5	23	35.94
Female	17	26.56	24	37.5	41	64.06
TOTAL	32	50.00	32	50.00	64	100.00



Table 1. continued...

PARTICULARS	OFFICERS		STAFF		TOTAL	
	F	%	F	%	F	%
Civil Status						
Single	2	3.13	5	7.81	7	10.94
Married	30	46.87	27	42.19	57	89.06
TOTAL	32	50.00	32	50.00	64	100.00
Educational background						
Elementary undergraduate	2	3.12	-	-	2	3.12
Elementary graduate	1	1.56	-	-	1	1.56
High school undergraduate	1	1.56	3	4.69	4	6.25
High school graduate	8	12.5	11	17.19	19	29.69
College undergraduate	2	3.12	1	1.56	3	4.69
College graduate	18	28.12	15	23.44	33	51.56
Vocational graduate	-	-	2	3.12	2	3.12
TOTAL	32	50.00	32	50.00	64	100.00
Position in the cooperative	32	50	32	50	64	50.00
Years of involvement						
1-10 years	24	37.5	30	46.87	54	84.37
11-20 years	4	6.25	-	-	4	6.25
21-30 years	4	6.25	2	3.12	6	9.35
TOTAL	32	50.00	32	50.00	64	100.00

Interpersonal Relationship

Robbins (1989) identified interpersonal styles as passive, aggressive and assertive behaviors. Passive behavior is inhibited and submissive. Individuals who score high in passive behavior seek to avoid conflicts and tend to sublimate their own needs and feelings in order to satisfy other people. Aggressive behavior is the opposite of passiveness; it is domineering, pushy, self-centered, and without regard for the feelings



or rights of others. Robbins argued that both passive and aggressive behaviors hinder effective interpersonal relations because of facilities openness and receptiveness. The preferred style is assertive behavior. People who score high assertiveness express their ideas and feelings openly, stand up for their rights, and do so in a way that makes it easier for others to do the same. The assertive person, therefore, is straightforward, yet sensitive to the needs of others. Assertiveness improves interpersonal communication because the more assertive one is; the more assertive he encourages others to be. Thus, assertiveness facilitates more effective interactions because it lessens defensiveness, domination, putting down other people, “wishy - washiness ” and similar dysfunctional behaviors.

Table 2 presents the assertive behavior of the officers and staffs. Assertive is a behavior where people express their ideas and feelings openly, stand up for their rights, and do so in a way that makes it easier for others to do the same.

Both of the officers and management staff maintain level of responsibilities within the cooperatives, thus, recognizing the functions between them. The result indicates balanced relationship of the different groups that facilitates performance on the respective work assignment. Statistically, there is no significant difference between the officers and the management staff, therefore, they main their relationship between each others. That is, maintaining and strengthening open communication, give appreciation and commendation for job well done, friendly outside or inside the office, treat each everyone as equal, express true feelings to someone really care for, encouraging everyone to be creative about the job, try to be sure that every topic discussed will be understood by all.



Table 3 presents passive behavior of officers and staffs. Passive means that the cooperative leaders are not inhibited and submissive, do not avoid conflicts, and sublimate their own needs and feelings in favor of satisfying others.

Most of the officers and staffs were occasionally passive to subordinates. Correcting mistakes were often made in private while bottling anger than expressing it to subordinates was just occasionally. The result showed no significant difference among the respondents which mean that they do not differ in terms of passiveness in terms of behavior from the questions stated.

Table 4 presents aggressive behavior of offices and staffs. Aggressive is an attitude opposite of passiveness. It is domineering, pushy, self-centered, and without regard for the feelings or rights of others.

Most of the officers and staffs seldom aggressive if they find ways to make them back down, if criticize their work. However, both the respondent group occasionally tend to be aggressive when there are no confidential or rapport, and when correcting mistakes, do not care about jeopardizing relationships within the organization. It could be further observed that the respondents seldom aggressive when they don't mind whether understand what was discussed as long as did their part and if becomes rude, be rude right back if the condition of work relationship arise. Moreover, the result show no significant differences an all the conditional statements. Therefore, it implied that changes in behavior only arise at a certain condition in the work place within the cooperative.

Finally, regarding the assertiveness, passiveness and aggressiveness of the cooperative officers and staffs, a great majority are assertive.



Table 2. Assertiveness of Officers and staff

PARTICULARS	OFFICERS		STAFF		TOTAL	DE	T-VALUE	PROBABILTI Y	
	MEAN	DE	MEAN	DE					
Maintain and strengthen open communication to everyone	4.28	Often	4.28	often	4.28	often	0	ns	1
Give appreciation and commendation for job well done	4.19	Often	4.03	often	4.11	often	0.87	ns	0.39
Friendly inside or out of the office	4.44	Often	4.5	often	4.47	often	-0.44	ns	0.66
Express true feelings to someone really care for	4.22	Often	4.44	often	4.33	often	-1.32	ns	0.19
Encourage everyone to be creative about the job	4.13	Often	4.13	often	4.13	Often	0	ns	1
Try to be sure that every topic discussed will be understood by all	4.31	Often	4.34	often	4.33	Often	-0.21	ns	0.83
Range: 1-1.5- never	1.51-2.5- seldom		2.51- 3.5- occasionally		3.51-4.5- often		4.51- 5- always		



Table 3. Passiveness of officers and staff

PARTICULARS	OFFICERS		STAFFS		TOTAL	DE	T-VALUE	PROBABILITY
	MEAN	DE	MEAN	DE				
When correcting mistakes, it is in private to avoid humiliation	3.88	often	3.88	often	3.88	often	0 ns	1
Want to have subordinates do thing the way it should be done	3.03	occasionally	3.34	occasionally	3.19	occasionally	-1.25 ns	0.22
Don't try to get close and personal to everyone	3.81	occasionally	3.44	occasionally	3.63	often	1.33 ns	0.19
Don't try to avoid being alone	3.44	occasionally	3.47	occasionally	3.45	occasionally	-0.12 ns	0.91
Don't try to have close relationships to everyone	4	often	4	often	4	often	0 ns	1
When feel angry, bottle it up rather than express it	3.03	occasionally	2.88	occasionally	2.95	occasionally	0.53 ns	0.60
Range: 1-1.5- never	1.51- 2.5- seldom		2.51-3.5-occasionally		3.51-4.5- often		4.51-5-always	



Table 4. Aggressiveness of Officers and Staff

PARTICULARS	OFFICERS		STAFF		TOTAL	DE	T-VALUE	PROBABILITY
	MEAN	DE	MEAN	DE				
Find a way to make them back down, if criticize the work	2.22	seldom	2.28	seldom	2.25	seldom	-0.21 ns	0.83
Has no confidential or rapport relationship	2.56	occasionally	2.69	occasionally	2.63	occasionally	-0.39 ns	0.70
Don't mind whether understand what was being discussed as long as did the part	2.06	seldom	2.13	seldom	2.09	seldom	-0.20 ns	0.84
Do not care about the feelings	1.28	never	1.38	never	1.33	never	-0.63 ns	0.53
When correcting mistakes, do not care about jeopardizing relationships	2.72	occasionally	2.72	occasionally	2.72	occasionally	0 ns	1
If rude, be rude right back	2.03	seldom	2.09	seldom	2.06	seldom	-0.24 ns	0.81
Range: 1-1.5-never	1.51-2.5-seldom		2.51-3.5-occasionally		3.51-4.5-often		4.51-5-alway	



Leadership styles

According to B.F Skinner (1974), positive reinforcement occurs when a positive stimulus is presented in response to a behavior, increasing the likelihood of that behavior in the future. Example for an employee which is praised in her/his punctuality on work, other employees who don't have the characteristic of not coming early motivated to do the same for they want also that praises gave by their superior. The use of positive reinforcement is a successful and growing technique used by leaders to motivate and attain desired behaviors from subordinates.

The Ohio State Studies (1940), as further stated by Robbins (1988), initiating structure refers to the extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment. It includes behavior that attempts to organize work, work relationship, and goals. A consideration is defined as the extent to which a person has job relationships characterized by mutual trust, respect for subordinates ideas, and regard for their feelings. He or she shows concern for his or her followers' comfort, well-being, status, and satisfaction. A leader high in consideration helps subordinates with personal problems, is friendly and approachable, and treats all subordinates as equal.

The Ohio State studies exemplified the behavioral approach to leadership. They provide reliable means of measuring leader behavior. The identification of consideration and initiating structure, factors that account for most of the variance in leader behavior, was a major advance in understanding leadership. Initiating structures referred to such leader behaviors as dividing work, setting deadlines and priorities, supervision and the like which were oriented to accomplish the assigned task/ function of the group.



Consideration, on the other hand, referred to such leader behaviors as supportiveness, friendliness, openness, trust, etc. These were essentially oriented towards helping the follower meet his personal needs. The studies initially found passive relationships between consideration and satisfaction, on the one hand, and initiating structure and performance, on the other. However, later studies could not replicate this initial simple relationship (Rodriguez and Echanis, 1988).

Autocratic leadership defined as a leader who mainly depend upon his own skills and knowledge not considering the side of his subordinates in leading them and for him, nothing is important than accomplishing a goal not caring the feelings of his subordinates.

Table 5 shows that majority officers and staff were seldom to become autocratic if they don't accept any suggestions in decision making, seldom consider the feelings of others, and not encouraged to participate when it comes to decision making time. Occasionally, the officers tend to become autocratic to use their position to decide what is right or wrong and never let to control actions. Statistically, there is no significant difference among the respondents either the officers or staff as to the autocratic leadership style.

Democratic leader is a leader who treats his subordinates as co-workers or as his equal, establishes rapport relationship towards his subordinates, approachable and friendly to everyone and gives considerations to anything. As seen in Table 6 both of the officers and staffs are often democratic leaders to their subordinates and co-workers, although on the part of the officers they are always seeking opinions to those who know much better than them, do not try something new without making sure it will succeed,



think about the advantages and disadvantages on different ways of accomplishing things, approachable and friendly, always inform on matters of their own concern, a good listener no matter whom their talking, have considerations in helping with personal problems, no exemption in treating everyone as equal, shows concern for the comfort, well-being, status and satisfaction, give respect for the ideas, have fully trust to each everyone, supportive and open and lastly, give praises for showing up on time every day. All the response from the officers approved by their staff as reflected from the statistical results that there is no significance different from the questions stated.

Laissez-faire is a leader who let his subordinates do the task alone, without interference to what subordinates discuss and settle alone any problems encountered inside the cooperative.

Table 7 showed that was majority of the officer and staff occasionally let their subordinates do their own works, setting conflicts with their own, do decision making and others. On the average, both from the groups were occasionally laissez-faire leaders in terms of letting to do the task alone without interference, do not criticize for what was done, not strict, let discuss and settle alone any problems encountered inside the cooperative. As to the statistical result, there is no significance between two groups for they are both occasionally and often in terms of let free from expressing own opinion and often setting deadlines in submitting the assigned task but there is a significant difference in terms of let everyone work as they want for the answer of the officer was occasionally and seldom for the staff.

Finally, it was determined that majority, they applying democratic kind of leadership style.



Table 5. Autocratic leadership

PARTICULARS	OFFICERS		STAFF		TOTAL	DE	T-VALUE	PROBABILITY
	MEAN	DE	MEAN	DE				
Don't accept any suggestions in terms of decision making	1.97	seldom	2.06	seldom	2.02	seldom	-0.36 ns	0.72
Have no considerations about the feelings	1.69	seldom	1.91	seldom	1.80	seldom	-0.91 ns	0.37
Do what they want	1.91	seldom	2.13	seldom	2.02	seldom	-0.90 ns	0.37
Influencing to do the activities	4.03	often	3.88	often	3.95	often	0.61 ns	0.54
Use position to decide what is right or wrong	2.56	occasionally	2.34	seldom	2.45	seldom	0.71 ns	0.48
Not encouraging to participate when it comes to decision making time	1.97	seldom	2.06	seldom	2.02	seldom	-0.34 ns	0.73
Never let to control actions	2.72	occasionally	2.63	occasionally	2.67	occasionally	0.32 ns	0.75
Range:	1-1.5-never	1.51-2.5-seldom	2.51-3.5-ocassionally	3.51-4.5-often	4.51-5-	always		



Table 6. Democratic leadership

PARTICULARS	OFFICERS		STAFF		TOTAL	DE	T-VALUE	PROBABILITY	
	MEAN	DE	MEAN	DE					
Approachable and friendly	4.38	often	4.31	often	4.34	often	0.38	ns	0.70
Treat as equal	4.41	often	4.13	often	4.27	often	1.70	ns	0.09
Always inform on matters of the own concern	4.16	often	3.66	often	3.91	often	2.15	ns	0.04
A good listener no matter whom they're talking to	4.34	often	3.94	often	4.14	often	2.00	ns	0.05
Don't try something new without making sure it will succeed	3.66	often	3.53	often	3.59	often	0.45	ns	0.65
Seek the advice of people who know a lot about the task working on	4.63	always	4.16	often	4.39	often	3.32	ns	0.00
Think about the advantages and disadvantages on different ways of accomplishing things	4.28	often	4.16	often	4.22	often	4.22	ns	0.49
Have considerations in helping with the personal problems	3.88	often	3.84	often	3.86	often	0.16	ns	0.87
No exemption in treating as equal	4.13	often	3.88	often	4	often	1.23	ns	0.22



Table 6. continued...

PARTICULARS	OFFICERS		STAFF		TOTAL	DE	T-VALUE		PROBABILITY
	MEAN	DE	MEAN	DE					
Give respect for the ideas	4.31	often	4.25	often	4.28	often	0.41	ns	0.68
Have fully trust	4	often	3.94	often	3.97	often	0.30	ns	0.76
Supportive and open	4.19	often	4.16	often	4.17	often	0.17	ns	0.87
Give praises for showing up on time every	4	often	3.72	often	3.86	often	1.43	ns	0.16
Range: 1-1.5-never	1.51-2.5-seldom		2.51-3.5-ocassionally		3.51-4.5-often		4.51-5-always		



Table 7. Laissez-faire leadership

PARTICULARS	OFFICERS		STAFF		TOTAL	DE	T-VALUE	PROBABILITY	
	MEAN	DE	MEAN	DE					
Let do the task alone without interference	2.78	occasionally	3.19	occasionally	2.98	occasionally	-1.55	ns	0.13
Don't criticize for what is done	3.09	occasionally	2.81	occasionally	2.95	occasionally	1.13	ns	0.26
Let everyone work as what they want	2.94	occasionally	2.38	seldom	2.66	occasionally	2.19	s	0.03
Let discuss and settle alone any problems encountered inside the cooperative	3.13	occasionally	3.34	occasionally	3.23	occasionally	-0.66	ns	0.51
Not strict	3.03	occasionally	2.94	occasionally	2.98	occasionally	0.36	ns	0.72
Let subordinates free from expressing own opinion	4.38	often	4.03	Often	4.20	often	2.03	ns	0.05
Setting deadlines in submitting the assigned task	3.91	often	3.63	Often	3.77	often	1.30	ns	0.20
Range: 1-1.5-never	1.51-2.5-seldom		2.51-3.5-occasionally		3.51-4.5-often		4.51-5-always		



Effects of Leadership styles to the Management

Table 8 presents the effects of leadership styles to the management of the organization. The officers and staffs were asked to rate the effects of their leadership style to the management of the organization of their respective cooperatives. Majority of the respondents answered often and least for under occasionally true affects.

The results revealed that the two groups of respondents the same level of perception with regards to the management of the organizations of their respective cooperatives.

Table 8. Management of the organization

PARTICULARS	OFFICERS		STAFF	
	MEAN	DE	MEAN	DE
Organization has its improvement	4.3	often	4.1	often
Organization improved excellently	4	often	3.8	often
Organization achieve minimal improvement	3.3	occasionally	3.1	occasionally
Organization produce sufficient results	4	often	3.66	often
Organization produce excellent results	3.7	often	3.8	often
Organization acquire 100% members participation	3.6	often	3.5	occasionally
Organization make more income	3.9	often	3.7	often
Organization accomplished all its task	3.69	often	3.88	often
Organization accomplished programs for compliance	2.66	occasionally	2.75	occasionally
Organization acquire sufficient members participation forcefully	2.75	occasionally	2.75	occasionally
Organization acquire income beyond what is expected	3.59	often	3.41	occasionally
Organization accomplished all its program	3.84	often	3.63	often
Organization receive income satisfactory	3.88	often	3.88	often



Table 8.continued...

PARTICULARS	OFFICERS		STAFF	
	MEAN	DE	MEAN	DE
Organization acquire additional members	3.75	often	3.66	often
Organization produced satisfactory results	3.94	often	3.81	often
Organization acquire additional services	3.63	often	3.71	often
Organization gain more profit	4	often	3.81	often

Range: 1-1.5-never 1.51-2.5-seldom 2.51-3.5-occasionally
3.51-4.5-often 4.51-5-always



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted in the Municipality of Bauko. There were eighth primary cooperatives represented by the cooperative: four officers and four staff. The study was conducted to find out the interpersonal relationship, leadership styles and its affection to the management of the organization.

The results revealed that the respondents were assertive, passive and aggressive behavior, but most of the respondents practiced assertive behavior followed by passive and seldom for the aggressive. For the leadership styles, the respondents exhibit autocratic, democratic and laissez-faire kind of leadership, but most of them are practiced democratic leadership followed by laissez-faire and seldom for the autocratic kind of leadership.

The findings revealed also that the leadership style used by the cooperative officers and staff resulted to the improvements of the organization which often resulted to enough revenue to the cooperative and increase additional member too. Thus, it produces good enough results for the benefit of all.

Conclusions

Based on the findings of the study, the following conclusions were made.

1. The respondents practiced assertive, passive and aggressive behavior but more on assertive.
2. The respondents were used autocratic, democratic and laissez-faire kind of leadership but more on democratic kind of leadership.
3. Using democratic kind of leadership, the management of the organization produced good enough results for their benefits and for the cooperative.



Recommendations

Based on conclusions of the study, the researcher would like to recommend the following:

1. It is recommended that they should maintain their assertive behavior in order to have smooth organizational relationships, giving importance to people and members within the organization.

2. Cooperatives officers should exhibit the kind of leadership style appropriate to the environment that is taking into consideration the educational, social, cultural and political background of the many people dealing with the cooperative.

3. Cooperative officers and staff should apply democratic kind of leadership for it is kind of leadership wherein the management of the organization achieve good enough results.



LITERATURE CITED

- ABELLA, F. and FAJARDO, F. 1999. Cooperatives 4th edition. Rex book store Incorporation. Pp.48,52,292.
- ANONYMOUS. 2011. Leadership- Wikipedia, the free encyclopedia. Retrieve on November 25 2011. En.Wikipedia.Org/wiki/leadership.
- ANONYMOUS. 2011. Ten interpersonal skills and qualities a leader needs. Retrieve on October 02 2011. [http:// wwwtransformationalleadership.com/](http://www.transformationalleadership.com/).
- BURNS. 1978. Transactional and Transformational theories. Retrieved on November 25, 11. <http://www.leadership.com/>
- FIEDLER, F. 1967. Fiedler contingency model. Retrieved on November 25, 11. <http://www.leadership.com/>
- FLIPPO, E.B. 1984. Personnel Management. 6th ed. McGraw Hill Book Company. Pp. 399.
- HACKMAN and WALTON. 1986. Functional leadership model. Retrieve on November 25, 2011. <http://www.leadership.com/>
- HOUSE, R. 1971. Path-goal theory. Retrieve on November 25, 2011. <http://www.leadership.com/>
- JAGO, 1982. Concept of leadership. Retrieve on November 25, 11. <http://www.leadership.com/>
- PAUL, J. 1999. Strategic management for the public services. Buckingham, Philadelphia. Pp. 88.
- PRIDE et. Al, 1999. Business. Sixth edition. Houghton meffin company. New york. Pp.153
- ROBBINS, S. P. 1988. Management concepts and applications. Second edition. Prentice-hall international, inc. Pp. 371-385.
- ROBBINS, S.P. 1989. Training in interpersonal skills. Yips for managing people at work. Prentice Hall International Inc. Pp. 13-25.
- RODRIGUEZ, R. A. and ECHANIS, E. S. 1988. Fundamentals of management. 2nd ed. Diwata Publishing. Pp. 380-381.
- SKINNER, B.F. 1974. Behavioral and style theories. Retrieved on November 25, 11. <http://www.leadership.com/>



APPENDIX A

Letter to the respondents

Republic of the Philippines
Benguet State University
La Trinidad Benguet
Department of Agricultural Economics and
Agricultural Business Management

Dear Sir/ Madam:

Warm greetings!!!

I am a 4th year student of Benguet state university, taking up Bachelor of Science in Agribusiness major in cooperative management. Presently, I am conducting my undergraduate thesis entitled: INTERPERSONAL RELATIONSHIP AND LEADERSHIP STYLES OF OFFICERS AND MANAGEMENT STAFF OF PRIMARY COOPERATIVES OF BAUKO MOUNTAIN PROVINCE, as partial requirement for graduation.

With this regard, may I request a part of your time to answer the attached questionnaire. Your kind assistance will enable me to complete all the requirements in due time. Rest assured that all data gathered would be keep confidential.

Thank you for your cooperation.

God bless!!!

Very respectfully yours,

ODIT S. TIL-ADAN
BSAB Student

Noted:

LEOPOLDO N. TAGARINO
Adviser



APPENDIX B

Interview questionnaire

PERSONAL INFORMATION

1. Name:

2. Age:

Gender:

Civil Status:

3. Educational Background

Elementary: _____ undergraduate _____ graduate

High School: _____ undergraduate _____ graduate

College: _____ undergraduate _____ graduate

Vocational: _____ undergraduate _____ graduate

4. Position in the cooperative: _____

No. of years of involvement: (officers)

No. of years of employment: (staffs)



Interview Questionnaire
For the Officers

A. Interpersonal relationship between the officers and staffs

Instructions: below is a list of statement about the interpersonal relationship inside or outside the cooperative. Read each one carefully, then using the following scales, decide and check the columns to which it actually exist. For best results, answer as truthfully as possible.

- (5) Always- 91-100% performance
 (4) Often- 76-90% performance
 (3) Occasionally- 56-75% performance
 (2) Seldom- 31-55% performance
 (1) Never- 30 and below

Interpersonal relationship	5	4	3	2	1
1. When correcting mistakes, I did it in private to avoid humiliation on my subordinates side					
2. If my subordinates criticize my work, I find a way to make them back down					
3. I maintain and strengthen open communication with my subordinates					
4. I want to have my subordinates do thing the way I want them done					
5. My subordinates has no confidential or rapport relationship with me					
6. I give appreciation and commendation to my subordinates for job well done					
7. I don't try to get close and personal with my subordinates					
8. I don't mind whether my subordinates understand what is being discussed as long as I did my part					
9. I am friendly to my subordinates outside or inside the office					
10. I don't try to avoid being alone					
11. I do not care about the feelings of my subordinates					
12. I can express my true feelings to someone I really care for					
13. I don't try to have close relationships with my subordinates					
14. When correcting mistakes, I do not care about jeopardizing relationships					
15. I encourage my subordinates to be creative about their job					
16. When I feel angry with other people, I bottle it up rather than express it					
17. If my subordinates are rude, I will be rude right back					
18. I try to be sure that every topic discussed will be understood by all					



B. Leadership styles

Instructions: below are some statements that may describe your styles as a leader of the cooperative. Please check the appropriate columns under 5,4,3,2,1 as you think you exhibited be:

- (5) Always- 91-100% performance
- (4) Often- 76-90% performance
- (3) Occasionally- 56-75% performance
- (2) Seldom- 31-55% performance
- (1) Never- 30 and below

Leadership styles	5	4	3	2	1
1. I don't accept any suggestions from my subordinates in terms of decision making					
2. I am approachable and friendly					
3. I let my subordinates do the task alone without my interference					
4. I have no considerations about the feelings of my subordinates					
5. I do what I want					
6. I treat my subordinates as my co-workers					
7. I influencing my subordinates to do their activities					
8. I don't criticize for what my subordinates do					
9. I let my subordinates work as they want					
10. I let my subordinates discuss and settle alone any problems encountered inside the cooperative					
11. I'm not strict to my subordinates					
12. I use my position to decide what is right or wrong					
13. I'm not encouraging my subordinates to participate when it comes to decision making time					
14. I never let my subordinates controls my actions					
15. I always inform my subordinates on matters of their own concern					
16. I let my subordinates free from expressing their own opinion					
17. No matter whom I'm talking to, I'm a good listener					
18. I don't try something new without making sure I will succeed					
19. I seek the advice of people who know a lot about the task I am working on					
20. I think about the advantages and disadvantages on different ways of accomplishing things					
21. I have considerations in helping my subordinates with their personal problems					
22. No exemption in treating my subordinates as my equal					
23. I shows concern for my subordinates comfort, well-being, status and satisfaction					
24. I give respect for my subordinates ideas					



25. I have my fully trust to my subordinates					
26. I'm setting deadlines for my subordinates in submitting their assigned task					
27. I am supportive and open to my subordinates					
28. I give praises to my subordinates for showing up on time everyday					

C. Leadership styles affects to management of the organization

Instructions: for each of the statement below, check the column of your answer under 5, 4,3,2,1 that you think the leadership styles affects the management to your cooperative.

- (5) Always- 91-100% performance
- (4) Often- 76-90% performance
- (3) Occasionally- 56-75% performance
- (2) Seldom- 31-55% performance
- (1) Never- 30 and below

Management of the Organization	5	4	3	2	1
1. The organization has its improvement					
2. The organization improved excellently					
3. The organization achieve minimal improvement					
4. The organization produce sufficient results					
5. The organization produce excellent results					
6. The organization acquire 100% members participation					
7. The organization make more income					
8. The organization accomplished all its task					
9. The organization accomplished programs for compliance					
10. The organization acquire sufficient members participation forcefully					
11. The organization acquire income beyond what is expected					
12. The organization accomplish all its program					
13. The organization receive income satisfactory					
14. The organization acquired additional members					
15. The organization produced satisfactory results					
16. The organization acquired additional services					
17. The organization gain more profit					



Interview Questionnaire
For the staffs

A. Interpersonal relationships between the officers and staffs

Instructions: below is a list of statement about the interpersonal relationship inside or outside the cooperative. Read each one carefully, then using the following scales, decide and check the columns to which it actually exist. For best results, answer as truthfully as possible.

- (5) Always- 91-100% performance
- (4) Often- 76-90% performance
- (3) Occasionally- 56-75% performance
- (2) Seldom- 31-55% performance
- (1) Never- 30 and below

Interpersonal relationship	5	4	3	2	1
1. When correcting mistakes, She/ He did it in private to avoid humiliation on our side					
2. If we criticize his/her work, he/she find a way to make us back down					
3. She/ He maintain and strengthen open communication with us					
4. He/ She try to have us do thing the way he/ she want it done					
5. He/ She has no confidential or rapport relationship with us					
6. She/ He give appreciation and commendation to us for the job well done					
7. He/ She don't try to get close and personal and personal with us					
8. He/ She don't mind whether we understand what is being discussed as long as he/she did his/her part					
9. I am friendly to my co-workers outside or inside the office					
10. He/ She don't try to avoid being alone					
11. He/She do not care about our feelings					
12. He/ She can express his/her true feelings to someone he/ she really care for					
13. He/ She don't try to have close relationship with us					
14. When correcting mistakes, he/she do not care about jeopardizing relationships					
15. He/ She encourage us to be creative about our job					
16. When he/she feel angry with us, he/she bottle it up rather than express it					



17. If we are rude, he/she will be rude right back					
18. He/ She try to be sure that every topic discussed will be understood by all					

B. Leadership styles

Instructions: below are some statements that may describe the styles of your leaders as a leader of the cooperative. Please check the appropriate columns under 5,4,3,2,1 as you think you exhibited be:

- (5) Always- 91-100% performance
- (4) Often- 76-90% performance
- (3) Occasionally- 56-75% performance
- (2) Seldom- 31-55% performance
- (1) Never- 30 and below

Leadership styles	5	4	3	2	1
1. They don't accept any suggestions from us in terms of decision making					
2. They are approachable and friendly					
3. They let us do the task alone without their interference					
4. They have no considerations about our feelings					
5. They do what they want					
6. They treat us as their co- workers					
7. They influencing us to do our activities					
8. They don't criticize us for what we do					
9. They let us work as we want					
10. They let us discuss and settle alone any problems encountered inside the cooperative					
11. They are not strict to us					
12. They use their position to decide what is right or wrong					
13. They are not encouraging us to participate when it comes to decision making time					
14. They never let us to control their actions					
15. They always inform us on matters of their own concern					
16. They let us free from expressing our own opinion					
17. No matter whom they're talking to, they're a good listener					
18. They don't try something new without making sure they will succeed					
19. They seek the advice of people who know a lot about the task they are working on					
20. They think about the advantages and disadvantages on different ways of accomplishing things					
21. They have considerations in helping us with our personal					



problems					
22. No exemption in treating us as their equal					
23. They shows concern for our comfort, well- being, status and satisfaction					
24. They give respect for our ideas					
25. They have fully trust to us					
26. They're setting deadlines for us in submitting their assigned task					
27. They are supportive and open to us					
28. They give praises to us for showing up on time every day					

C. Leadership styles affects to management of the organization

Instructions: for each of the statement below, check the column of you answer under 5,4,3,2, 1 that think the leadership styles affects the management to your cooperative.

- (5) Always- 91-100% performance
 (4) Often- 76-90% performance
 (3) Occasionally- 56-76% performance
 (2) Seldom- 31-55% performance
 (1) Never- 30 and below

Management of the Organization	5	4	3	2	1
1. The organization has its improvement					
2. The organization improved excellently					
3. The organization achieve minimal improvement					
4. The organization produce sufficient results					
5. The organization produce excellent results					
6. The organization acquire 100% members participation					
7. The organization make more income					
8. The organization accomplished all its task					
9. The organization accomplished programs for compliance					
10. The organization acquire sufficient members participation forcefully					
11. The organization acquire income beyond what is expected					
12. The organization accomplish all its program					
13. The organization receive income satisfactory					
14. The organization acquired additional members					
15. The organization produced satisfactory results					
16. The organization acquired additional services					
17. The organization gain more profit					

