Expert And Referent Power Of The Former - Seminarians As Speakers For The Values Formation Seminar

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Abstract

A prevalent observation on the teacher’s reaction over values seminar relayed a negative impression among teachers. Most often, a values seminar is more likely to end up an ineffective and undesirably criticized. With the notion of introducing something new and rare intervention for the teachers to be livelier and more impressive towards the values seminar, the researcher intended to project the philosophical – theological – psychosocial concept of expert and referent power of the speakers in the seminar in which, former seminarians were identified to possess such qualities. As a result, the intervention showed a very satisfactory level of impression of the teachers after the evaluation of the seminar. It is observed that expert and referent power played a role in conducting the values seminar for teachers so that researchers of this action research recommended the selective identification of the speakers, in terms of expert power and referent power.

Keywords: Expert Power, Former Seminarians, Referent Power, Values Formation Seminar

Context and Rationale

In the DepEd Mission – Vision, DepEd intent to promote and sustain the Core Values namely Maka – Diyos, Makatao, Makabansa and Makalikasan. Eventually, Values Seminar targets on the four core values, Maka – Diyos, Makatao, Makalikasan, and Makabansa in which in the conduct of the Values Seminar, these components should be intentionally integrated.

As part of the Personnel Development and Growth, particularly for teachers in the elementary, junior and senior high schools, Values Seminar emerged as a leading annual endeavour of inculcating the aforementioned four major core values. ( NCBTS)

However, most often, the feedback of teachers over the conduct of the values seminar was observed to more of undesirable impression. This observation has challenged the instructional supervisor to create and formulate the intervention into the conduct of the values seminar. The concept of this action research is anchored on the philosophical – theological - psychosocial concept of expert power, the referent power. The realization of the effectiveness and efficiency of the conduct of the Values Seminar was never been very conclusive though. Somehow, commencing on the documentation which includes the collection of data - observation, analysis and interpretation, formulating findings and conclusion, shall pave the research and the future researchers and supervisors to be more approximate and precise in making observations and conclusions.

Innovation, Intervention and Strategy.

The need for an innovation of the conduct of the Values Seminar arose from the observation that teachers have the undesirable impressions of the previous seminars conducted by the Division Office. The selection of the speakers in the previous, though selective, posed a fair impression after the conduct and this has reached the thought of intervening. Identification of the speakers challenged the need for innovations into the conduct of the seminar while maintaining a similar strategy of conduct of the seminar. Finally, expert power and referent power are both considered into the personality of the speakers resulting to the identification of the former seminarians whose theological – philosophical –
psychosocial background indicates their expertise and reference. According to Bertram (1993), the overall model of the bases of power, including referent and expert, is applicable to several situations. Kudisch et al (1995) described referent and expert power as both influence of the attraction of identified followers and of the technical knowledge of the leader, respectively.

**Expert Power**

Expert power is one of the five sources of power as identified by French and Raven. It refers to special skill, knowledge and expertise that an individual possess. (Santos, 2016). As defined “Expert power is power based upon employees' perception that a manager or some other member of an organization has a high level of knowledge or a specialized set of skills.” Google.com 2013). Reed (1996) observed that the strategic plays of the expert groups in the radical restructuring of professional work organization. On the other hand, Goncalvez (2013) posited that technically informed individuals respected by others are originators of the expert power regardless with formal positions. While Ojo (2015) noticed that leadership in military is consistently driven by expert power. On the corporate world, Beeler (2017) suggested that immediate bosses with knowledge and skill (expert power) lower level supervisors.

In connection to this, the speakers were able to study theology, philosophy and fundamentals of psycho – social development, in which to some considerable extent, such qualifies the identified speaker to be a laudable resource of their assigned topics to integrate the aforementioned core values.

**Referent Power**

Bertram (1993) described referent power is another one of the six sources of power as identified by French and Raven in 1959. It refers to the results from the characteristics identified with command and respect, admiration and desire to emulate. The former seminarians are more likely the reliable persons to tap since they are also trained to bring people together with their strong command of leadership. Goncalvez (2013) described referent power as the gained influence of a powerful executive person in association with others.

**Conduct of the Seminar – Training**

The trainers were introduced as former seminarians before the commencement of the seminar with their educational background. Most of the trainers have finished their philosophy – related masters, while others have pursued currently and even finished doctoral studies. The former seminarians were educated with the training to be able to gather people together effectively in worship. Similarly, the idea of the character of the former seminarians is seemingly identifiable with the roles of being leaders. Goncalves (2013) pointed out that people tend to idolized effective leaders virtually in the corporate world.

**Theme and Delivery of the Topics**

The themes namely Philosophical Aspect of Man, Theological Aspect of Man, Psychosocial Aspect of Man were the concentrations of the trainer – speakers in which the four Core Values such as Maka – Diyos, Maka – Tao, Maka – Bansa and Maka – Kalikasan promulgated by DepEd are embedded. These topics are to be presented using PowerPoint Presentations. Each speaker is given an hour and a half to deliver their topics. The method of delivery is lecturette method in order to cope with length of time given as well as the consideration of the attendees.

**Action Research Questions**

This action research intended to assess the level of perception on the conduct of the Values Seminar of the DepEd teachers of the Central District, Mandaue City, School Year 2017 – 2018.
Specifically, this action research intended to answer the following questions.

1. What is the level of perception of the teachers on the conduct of the Values Formation Seminar Teachers in terms of:
   a. Over – all of the training
   b. Administration of the training
   c. Trainer’s evaluation
   d. Conduct of the training

2. What are the specific areas which need improvement?

3. What interventions/strategic plans can be used to improve these areas?

Action Research Methodology

Design, Locus and Respondents

This action research is pre – experimental, evaluative in nature. A strategical – innovative intervention was designed to meet the inefficiency of the conduct of a seminar, Values Formation Seminar for Teachers. The respondents include the 130 public school teachers in the Central District, of Mandaue City Division.

Instrument

The research instrument used to assess the attitudes of the teachers towards the values seminar was the evaluation form used by the Department of Education. The evaluation form has four components namely, Over – all of the training, Administration of the training, Trainer’s evaluation and Conduct of the training, which makes use of a five – rating scale questionnaire. Over – all of the training contained five related statements, Administration of the training with three related statements, Trainer’s Evaluation with five related statements and Conduct of the training with six related statements.

Data Gathering Procedure

There was a pilot testing of the conduct of the seminar to a group of teachers, 52 of the public school teachers to whom evaluation forms were distributed. The pilot testing was conducted to observe the flow of the seminar, make adjustments or changes if needed. The evaluation of the teachers was treated using the weighted mean to simply decide the assessing power of the instrument, resulting to the overall result of very satisfactory. Noted were “how do you feel about the length of the training” and “how do you feel about the pacing of the training” as the mere weak part of the seminar but seemingly tolerable or negligible due to the time allowed by the Administrative Office of the Department of Education for the conduct of the seminar.

Then, the day of the seminar proper was conducted. The evaluation forms were given by the time the teacher – participants arrived and were retrieved after the seminar. It started formally at eight o’clock in the morning and ended to at most 5 o’clock in the afternoon inclusive of meal and snacks time.

Statistical treatment

The responses of the respondents are subjected to the computation of the weighted mean with a corresponding rating scale legend for the quantified description. An overall weighted mean is computed to derive the over – all rating of the seminar – training.

DISCUSSION OF RESULTS AND REFLECTION
The following table presents the over – all rating results and discussions

| Table 1 |
| RESPONSES OF THE TEACHER -PARTICIPANTS |

<table>
<thead>
<tr>
<th>TO WHAT EXTENT</th>
<th>WEIGHTED MEAN</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I OVER - ALL TRAINING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 the training objectives achieved</td>
<td>4.16</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>2 your expectations of the training were achieved?</td>
<td>4.44</td>
<td>Excellent</td>
</tr>
<tr>
<td>3 your skills as an the instructional leader improved</td>
<td>4.30</td>
<td>Excellent</td>
</tr>
<tr>
<td>4 or increase as a result of the training</td>
<td>4.38</td>
<td>Excellent</td>
</tr>
<tr>
<td>5 as a result of the training</td>
<td>4.36</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

| **II. ADMINISTRATION /CONDUCT OF TRAINING** | | |
| 1 how will you rate the instructions/ directives given to you to attend this training? | 4.48 | Excellent |
| 2 has the number of participants per group helped inn your participation and involvement in the training? | 4.31 | Excellent |
| What are your views on the visual aids used? | 4.35 | Excellent |

| **III TRAINER'S EVALUATION** | | |
| 1 Knowledge and mastery of the subject | 3.62 | Very Satisfactory |
| 2 Organization of the talk | 3.62 | Very Satisfactory |
| 3 extent of preparation | 3.62 | Very Satisfactory |
| 4 style and delivery | 3.63 | Very Satisfactory |
| 5 rapport with participants | 3.62 | Very Satisfactory |

| **CONDUCT OF TRAINING** | | |
| 1 how will you balance between input sessions, activities and discussions | 4.27 | Excellent |
| 2 how do you feel about the length of the training to what extent was the training logically - sequenced | 3.04 | Satisfactory |
| 3 how do you feel about the pacing of the training how effective were the activities (simulation, group discussions. Etc) | 2.98 | Satisfactory |
| 4 How sufficient was the level of time given for the activities? | 4.30 | Excellent |

| Over -all Weighted Mean | 4.01 | VERY SATISFACTORY |

N = 53  Legend: 1.00 – 1.80 – Poor; 1.81 – 2.60 – Fair; 2.61 – 3.20 - Very Satisfactory; 3.21 – 4.20 – Very Satisfactory; 4.21 – 4.20 – Excellent)
The table above shows the overall weighted mean of 4.01, interpreted as “VERY SATISFACTORY” of the responses of the elementary teacher-participants. It is a good indication that the seminar gave a positive impression among the teachers. It revealed that four statements emerged to be “Excellent” namely, “how will you rate the instructions/directives given to you to attend this training”, 4.48; “our expectations of the training were achieved”, 4.44; and “your appreciation and understanding of your work as an instructional leader enhanced and improved as a result of the training”, 4.38. It’s good to know to take note of the positive revelation of the evaluation.

The top two particular cases revealed the interpretation of “satisfactory” namely, “how do you feel about the length of the training”, 3.04 and “how do you feel about the pacing of the training”, 2.98. Truly, this has been identified by speakers the difficulty to adjust the time. This observation led the researchers to the formulation of relevant identified interventions.

**ACTION PLAN**

It has been conclusive that the values seminar revealed with the results and findings, the researchers were able to conceptualize the considerations to be taken into account in conducting Values formation Seminar so the following table is presented below.

<table>
<thead>
<tr>
<th>Identified Challenges</th>
<th>Interpretation (Rating)</th>
<th>Intervention/ Suggestions/ Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pace of the training/ seminar</td>
<td>Satisfactory (2.98)</td>
<td><strong>Time – oriented presentation</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reduce some unnecessary side comments from the participants. Then, sometimes, it has been observed that the transition from speaker another is delayed by some technical glitches. Most probably, laptops, audio and microphones should be tested before the seminar.</td>
</tr>
<tr>
<td>The length of the training</td>
<td>Satisfactory (3.06)</td>
<td><strong>Brevity of the topic</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The topics are too broad resulting to hasty delivery. The topics have to be concise, practical and specific.</td>
</tr>
</tbody>
</table>

This observation led the researchers to the formulation of relevant identified interventions for the proceeding values seminars.

**Conclusion**

Being selective in choosing speakers for seminars are indispensable. In particular, Expert Power and Referent Power are both positive indicators in the conduct of a seminar. Eventually, the Department of Education has to consider the role of expert and referent power in the proceeding seminars. Gonzalves (2013) referred to leaders to possess storytelling power so that, most probably in the delivery of the topic of the seminars, speakers has to be referents and experts.

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