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## ON THE LEADERSHIP STRENGTHS THAT BROUGHT MILESTONES TO THE PNU: A DOCUMENTARY ANALYSIS

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### **Abstract**

*This paper reviews the leadership perspectives, strengths, and significant accomplishments of PNC/PNU Presidents from 1950 to 2010. To support the data, nine inaugural addresses and annual reports of each president were collated, analyzed and individually highlighted their aspirations and plans.*

*All of the Normal Presidents acknowledged the achievements of their predecessors. Each president has his/her own uniqueness in addressing challenges to pursue the institutional vision and mission. Each one counted on the active participation of all members, constrained by how they responded to the culture and ethos of the academe and other stakeholders.*

*At the end of every presidential term emerges a new leadership; hence, the unending search for a dynamic leader, who will make a difference in making PNU perform as the Center of Teacher Education. The challenge is on today and beyond.*

### **Introduction**

As strong as the four pillars of the University, it stands firmly as it is fondly called the Normal. From Philippine Normal School then to College to University, and now, as the National Center of Teacher Education by virtue of RA9647 of 2009, the Normal has stood the test of time as the premier Teacher Education Institution. Just as H. Norman

Schwarzkopf, a famous great leader and writer had stated, “leadership, is a combination of strategy and character (Treasury of Wit & Wisdom, 2006).” From the “Long View” by Manuel L. Quezon III, in “On Becoming a Leader” by Warren Bennis, (1989) “The manager has a short-range view; the leader has a long-range perspective, the manager accepts the status quo; the leader challenges it....” Quezon III believes that experience relevant to the job at hand should be considered in being a manager and a leader (PDI 1/10/2010).

The chosen leaders of Normal proved to be persons of character and of strategy. As great leaders they set the direction and management of the institution, their leaderships are remarkable, and significant on the present role the University takes today.

This paper aims to bring awareness of the need to analyze, synthesize, and document the information generated from vital laws affecting the Normal, the Presidents’ written biographies, Investiture papers and addresses. Specifically, it focuses on:

- Significant milestone in the development of Philippine Education at the Normal.
- Personal, professional strengths of Presidents and vital events that lead toward the milestones.
- Presidents’ Visions set upon in their inauguration to office and their accomplishments at the end of each term; and the
- Insights drawn from the minds and hearts of the chosen Normal leaders.

A compilation of past four Normal Presidents’ inaugural addresses is a treasured document found in the Library Archive. This is a special publication on the occasion of the Diamond Jubilee of the Philippine Normal College in 1976.

Dr. Dagot noted in the foreword that, “this volume is a modest collection of some of the thoughts of those who have carried the leadership for the past twenty five years from which new leadership should be able to draw inspiration and sustenance.”

Content analysis of written document is employed in treating the research materials of this paper. Relevant data were collated from pertinent documents culled from the library archives and records office of the University.

### **Milestones in Philippine Education at PNU**

These historical events and facts are relevant to the life and growth of the Normal Teaching Training Institution.

1. *Act No. 74. "An Act establishing a Department of Public Instruction in the Philippine Islands for appropriating forty thousand dollars for the organization and maintenance of a Normal and Trade School in Manila,..." By virtue of this Act the United States Philippine Commission established the Philippine Normal School on September 1, 1901.*

2. *Republic Act No.416. "An Act for the purpose of converting the present Philippine Normal School into the Philippine Normal College conferring the degrees of Bachelor of Science in Elementary Education and Master of Arts in Education...." (Approved, June 18, 1949; Took effect, July 1, 1949).*

3. *Republic Act No.921. An Act to amend certain sections of Republic Act numbered four hundred and sixteen, otherwise known as the Charter of the Philippine Normal College. (Approved, June 20, 1953; Signed by Pres. Elpidio Quirino).*

4. *Republic Act 4242/House of Rep.No.4816- An Act providing for the establishment of regional branches of the Philippine Normal College and authorizing the appropriation of funds therefore (Approved, July 15, 1965).*

5. *Presidential Decree No. 1437- Defining the composition and powers of the governing boards, the appointment of term of office of the president of chartered state universities and colleges and for other purposes (Took effect, June 10, 1978; Signed by Pres. Ferdinand E. Marcos).*

6. *Republic Act No.7168 - An act converting the Philippine Normal College into a State University to be known as the Philippine Normal University (Approved, December 26, 1991; Signed by Corazon c. Aquino).*

7. *Republic Act No.8292 - An Act providing for the uniform composition and powers of the governing boards. This Act is known as the "Higher Education Modernization Act of 1991" (Approved, June 6, 1997; Signed by Pres. Fidel V. Ramos).*

8. *Republic Act 9647 - An Act designating the Philippine Normal University as the Country's National Center for Teacher Education, appropriating funds therefore, and for other purposes (Approved, June 30, 2009; Signed by Pres. Gloria Macapagal Arroyo).*

The governing laws give direction to the Normal leadership in realizing its vision and mission, translated into action by the chosen Presidents together with its stakeholders.

### **Highlights on the Lives and Perspectives of PNU Past Presidents 1950-2010**

#### ***Dr. Macario C. Naval (1950-1958)***

Known to be the first president of PNC and the last superintendent of PNS, Dr. Naval was installed on October 27, 1950. He visited and observed more than fifty teacher-training institutions in the United States as Fullbright scholar. He earned his BA degree from UP, MA in Education from Stanford and Ph.D. degree from UST. As a *pensionado* to Iowa State College, he finished his second BA. As a retiree in 1958, he wrote and published a number of significant books and articles on educational matters. He died on November 10, 1972, leaving the Normal and his family with a legacy as an educator, civic leader and a writer.



His inaugural address defined the role of the Normal in the following highlights:

- The conversion of PNS into a degree granting institution in pursuance to provision of R.A. No.416 Sec.2 states, “The purpose of the said college shall be to provide professional, technical, and special instruction, for special purposes and progressive leadership in the field of education.”
- High standard of scholarship through a consciously designed and steadily improved program.
- The leadership direction focused on needed changes of objectives and philosophy of public education in the Philippines.
- Observation that Teachers were trained for correct English expressions and the mastery of the fundamentals of subject matter, but after fifty years, public education “had not greatly changed the face of Philippine communities.”
- The emphasis on community-centered education, its type of teacher, qualities and competencies required for community schools.
- The need for a teacher-education curriculum to be comprehensive, rich and flexible. Thus, the Normal’s curricula were focused in the Pre-service and In-service to meet students’ and teachers’ personal and professional needs.
- The need for an increased appropriation for public teacher education, as recommended by the UNESCO Mission, to 2 and 3 Million Pesos. In 1948-1949 the Mission discovered the appropriation to be P880, 000.

***Dr. Emiliano C. Ramirez (1958-1970)***

Dr. Ramirez, an alumnus of PNS in 1920, started as an elementary grade teacher in Cavite, his birthplace. As the second president, he is remembered for the things he had done as a leader for almost twelve years. His address in

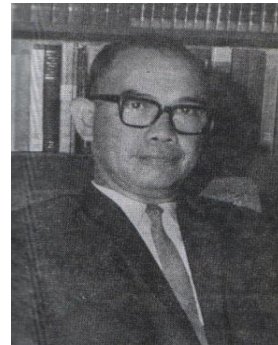


his investiture on February 7, 1959 focused on “Challenges to the Philippine Normal College”.

- Dr. Ramirez retraced the history of the Normal achievements and its roots “by virtue of RA 416, approved in 1949, the PNC was converted into degree-granting institutions,” as envisioned by former Senator Geronima T. Pecson and the late Senator Esteban R. Abada.
- The pride of Normal of its graduates was noted, “but tintured with anxiety since our country’s people cry for economic security, clamor for food, and pray for peace and safety.”
- In sum, he fervently hoped that “both the faculty students would develop and translate into action (1) desirable character and personality traits,(2) high sense of nationalism, (3) the scientific outlook and temper, (4) a predilection for research, and (5) a deep and abiding interest in science and applied technology.”

***Dr. Gregorio C. Borlaza (1971-1972)***

Assuming the third presidency of Normal for a year, Dr. Borlaza was known to be “soft spoken and cool in time of great stress.” He rose from the rank as classroom teacher, then elementary school principal, district supervisor, and division academic supervisor. He became the dean, then Vice President for Academic Affairs of various academic institutions, before coming to PNC in 1958. He chaired the Committee of Teacher Education and acted as member of the Curriculum Committee on the Board of National Education.



- His perspectives lay on the last quarter of the twentieth century and beyond.

- He reviewed and divided its development date into segments, each segment covering approximately one quarter of a century.

1<sup>st</sup> quarter- the teacher education program was on secondary level. In 1951 the four-year course, leading to the degree of Bachelor of Science in Elementary Education was offered and it started operating as a chartered college.

2<sup>nd</sup> quarter- the program was on the two-year collegiate level. In 1960's a high school and four year course for high school teachers were added.

3<sup>rd</sup> quarter- in 1971, the Normal joined a consortium with the Ateneo de Manila University on the doctoral level preparatory to the amendment of its charter to authorize the Normal to grant Doctor's degree.

Last quarter- that the post graduate courses would have been fully organized for the college to have a complete educational ladder from the Kindergarten to Postgraduate school.

In his reflective examination of the local and world setting in which the Normal operates, he observed ironies and paradoxes. The need for social conscience among affluent people, in particular for a good educational system. To this effect, he identified the type of teachers, school administrators, and educational leaders the country direly needs: teachers of very strong moral fiber and sincere devotion to the country's welfare... having logical thinking, creative imagination and other values that will help guide the pupil's character formation through examples of their daily lives

Specific graduate school programs were further suggested to be developed: - advanced educational administration; development of academic theoreticians; researchers; consultative service.

Finally, he affirmed the vital leadership role played by the Normal in shaping the Philippine Educational system, “as inspired by examples of alumni and past predecessors in the never-ending pursuit of excellence in the service of our people and of all mankind.”

***Dr. Bonifacio P. Sibayan (1972-1980)***

Dr. Sibayan became the fourth President of the Normal on August 8, 1972. He had been described as a “man of many parts, just like the Renaissance man who took a warm interest in various disciplines...for the sheer joy of learning and living life to the fullest.” He started as a barrio school teacher; rose from the rank and file of the Philippine Public School system. He became a school principal, district supervisor, English supervisor and associate professor in linguistics, Director of Language Study Center, Dean of Graduate School, a visiting professor to UCLA, and Pacific Asia, Hawaii.



Dr. Sibayan’s legacy to the Normal were: 1. “Continuous striving for academic excellence, tempered with the quixotic drive to make others work hard in an atmosphere of joy”; 2. “to dispel the seriousness of “shaking the world of presidential chores”...by his gift of sense of humor, that makes people feel at ease in working with him.” Some of the highlights from “*Imperatives of change and tomorrow’s teachers*”, paper read in his inaugural address on March 24, 1973, include:

- The response to the “demand of the present in keeping with the fast evolving society so as to chart a course to the future... responding and aligning ourselves with other institutions for mutual support.”
- The survey made by the Presidential Commission on Philippine Education in 1971, which recommended “that all teacher-training colleges be organized into a national-



teacher training system to be called National College for Teacher Education; with the PNC as its Nucleus Institution.”

- Three major tasks in which the college should lead: That the schools should produce more Filipinos who excel in what they do:
  1. That training for educational leadership and teaching competence should evolve in the quality of applicants and the curriculum.
  2. Research and innovation. That the Normal will have to produce not only teachers but scholar teachers, cultivated in a research tradition.
  3. Extension and Service. That the Normal can “contribute to the prosperity of the country-to plow back into the soil, and thereby enrich it.”
- Strong faculty and competent staff are considered as the most important means for achieving the Normal tasks and objectives. Development programs with appropriate funds would include in-service training, merit promotion, performance evaluation and employee appraisal and incentives identification, attracting promising personnel.
- The need for quieter rooms, laboratories, conference and discussion rooms, in addition to a well stocked library and research.
- In sum, Dr. Sibayan was full of pride in regarding the Filipino as a teacher, as a human being, “whose courage, resilience, patience, and intelligence have made it possible for him to remain whole. This is the Filipino who, with the guidance of great teachers and the blessing of Divine Providence, will prevail in his own land.”

**Dr. Edilberto P. Dagot (1980-1990)**

Known to be the fifth President of the Normal, Dr. Edilberto P. Dagot was re-appointed on July 25, 1986 to complete his six-year term under the provisions of Presidential Decree 1437. In the second pledge in his oath of office he claimed to have “complete and unwavering faith, loyalty and adherence to the tenets of freedom and democracy, and absolute support for the Constitution, as a career professional, academician and, above all, as a Filipino.”



Dr. Dagot’s professional background brought him to academic ranks as instructor to full professor, Asst. Director of Publication, Chairman of the English department, Director of the Reading Center, Dean of Graduate School, Vice President for Academic Affairs, before becoming the President of Normal in 1981. His brilliance, yet humbled perspectives are engraved in the highlights of his administration and initially expressed in his inaugural address. On March 5, 1981, he had his investiture as President, in which he

- Redefined the image of a teacher and the teaching profession “within the context of tradition and change... to his many roles, his many and changing images, his unfulfilled hopes, his burdens, his simple joys, his aspirations.”
- Noted that the social status of a teacher during the first decade was of the highest. “The title of *maestro* or *maestro* implied respect and confidence”. There was then the establishment of Regional Normal Schools, expansion of private teacher colleges, due to the growing population.
- Observed that “The image of the teacher had changed, not quite tarnished, but no longer shining with the luster it once had”.
- Expressed a full perspective of teacher education to include the view of the field, both public and private, and hopeful

with the Ministry of Education and Culture's promise to remove disparities and promote equity.

- Anticipated new centers for learning, complete with washroom facilities, more books to read, teachers to be re-trained for a new curriculum which inculcates values and nationhood, as it develops skills and more research on special education.
- Called for the Normal to have networking with the Ministry of Education and Culture, from other sectors to pool leadership, expertise and concerted effort to accelerate much further the education of the Filipino with values and ideals, competencies and skills to function adequately as a citizen and, above all, as a human being.

His vision ended with a final tribute to all teachers "who by chance and circumstances became teachers, but by choice remained teachers", wishing further that their task be easier, their output greater, the disparities less and the equity dreamt attained.

***Dr. Gloria G. Salandanan (1991- 1996)***

Dr. Salandanan, the sixth President of Normal, holds the distinction of being the first woman president, the first University President and the last College President. She was appointed by the late Philippine President Corazon C. Aquino on July 16, 1991. Her "directorship of the Regional Science Teaching Center of the Department of Science and Technology, helped strengthen the institution's linkages with other agencies-private and public."



Dr. Salandanan delivered her acceptance speech to the PNU community in a simple ceremony at the PNU quadrangle. She gratefully acknowledged Dr. Bonifacio Sibayan and Dr. Edilberto P. Dagot with whom she worked as her predecessors who had laid the foundation for

her presidency and further strengthened by the examples shown by Dr. Consuelo Ledesma and Dr. Fe Otones. For the given occasion, she expressed these salient points:

- She appealed to all members of the academic community to be fully aware of the challenges on the basic functions: *Teaching* to be fully complemented by faculty competence. *Research-based* inputs which would allow a review of present capabilities. *Extension services*, through where the college could find expression for its social responsibilities, to reach out and transfer technology to the rural areas, and to share expertise in the field.
- She recognized the PNU campuses which contributed significantly in teacher training in the regions and their commitment to sustain the venues and centers for research and extension programs.
- Though aware of the College's limitation on material resources, she called for the community to forge ahead, making it clear that there is no substitute for a happy and fulfilled faculty and staff, and active and highly motivated students – the best and the most important resource.

#### **Atty. Lilia S. Garcia (1999-2003)**

As the seventh president of the Philippine Normal University, Lilia S. Garcia, became the 2<sup>nd</sup> woman president of the Normal. She is a lawyer, a professor, a director, an adviser, a consultant and a resource speaker.



Atty. Lilia S. Garcia delivered her investiture address on January 11, 1999 exhorting the members of the academic community to aspire for greater heights. She said, "With courage and singleness of purpose, let us work together... Let us accept the formidable tasks ahead, with humility and confidence. You and I are mere instruments. You and I will reach the crossroads of the next

millennium- unafraid and certain. And let this be our covenant. Excellence and leadership, the university's hallmark, are our taskmaster, and the Lord Almighty, our guide." She affirmed that in the 21<sup>st</sup> century "PNU will not only endure but will also prevail."

In 2001, the university's centennial celebration, her aspirations and dreams for Normal were focused on:

- Providing excellence in Service and Leadership: "Paglilingkod at Pamumuno sa Edukasyong Pangguro."
- Empowering teachers to shape a new generation of Filipinos who appreciate and feel proud of the Filipino tradition, art and heritage, and at the same time, sensitive to the advent of sciences and the new technology.
- Advocating the paradigm shift on the essence of a university. As she explained "the University mind resists containment in boxes, but is free to express itself, and grow and be synthesized."
- Giving strong emphasis on research in forming the University mind.
- Working hand in hand with the Commission on Higher Education, Department of Education with other State Colleges and Universities, and private education institutions towards excellence in tertiary education. Strengthening existing networks and linkages here and abroad, forging partnership with alumni, non-governmental organizations and professional and learned societies in the service of our various other publics with strong focus on indigenous cult

**Dr. Nilo L. Rosas (2002-2006)**

President Rosas was greatly awed when he said, "To win and become the 8<sup>th</sup> President of PNU, my *alma mater*, is the greatest honor of my life." He affirmed that "PNU is an institution that has produced great educators since its establishment... The challenge of preserving PNU as a Center of Excellence in teacher



education is further enhanced as we enter a millennium marked by uncertainty and exponential social and environmental changes.”

In the University assembly held at the University auditorium on June 13, 2002, he expressed his profound gratitude to the PNU community in his quest for the Presidency. He enjoined all stakeholders to a concerted effort on all endeavors at the University, to be a one big harmonious family.

Based on his first 100-day Report, the key commitment was done within quality assurance and continuous improvement of framework in the context of and with respect to the Normal’s mission-vision: quality teachers for a better world through a responsive and performing Philippine Normal University with the following strategic directions: as institution of excellence; as a service oriented institution; as an institution of relevance; as a research driven institution; as a multi-disciplinary institution; as an information technology-enhanced institution, and as a well-managed institution.

- His strategic plan provided continuity to the past efforts not aimed for replacement or total change, but instead pursue what has already been started, to be strengthened, revised or redirected successful programs.
- His visions supported the intent of the “Philippine University Modernization Act”.
- He suggested that the “Teachers for a better world” be the rallying point to achieve a responsive and performing PNU.
- He established the four essential commitments of the institution: A commitment to Quality Education and Excellence; to Knowledge Creation and Application; to Culture of Sharing and Service; to Growth, Efficiency and Accountability.

### **Atty. Lutgardo B. Barbo (2006-2010)**

Atty. Lutgardo B. Barbo is the ninth President of the Philippine Normal University, his *Alma Mater*. In his Investiture Speech, “Charting the Road Map for New Challenges in Teacher Education” delivered at PNU, Manila on 9<sup>th</sup> day of January 2007, he considered the “faculty as the heart of the University, the students as its lifeblood, the administrative staff as its pillar of support, the alumni embodying its soul, the Board of Regents as its guiding authoritative spirit and the management as the gizmo or instruments and tools to make things happen”. Atty. Barbo cited the Normal hallmarks for excellence as imprints in various educational initiatives such as:



- The National Curriculum Development Center for Communication Arts in English and Filipino-Language skills Center-Educational Development Projects Implementing Tasks Force.
- The Center for Research in Education and Development was commissioned by the CHED to undertake research projects and became the bases for policy formulation.
- Graduates of PNU and its provincial campuses were consistently among the top ten (10) top notchers in the Licensure Examination for Teachers, regular recipients of outstanding teacher awards and various scholarships of institutions and agencies.
- The challenges on how to re-invent the Normal to avoid the danger of staying on top and resting on its laurel of achievements. He plotted the road map, so to speak, in the following plans:
  - Accentuate the Philippine Normal University Philosophy of Education - that is to develop a distinct ‘trademark’ for a PNU graduate as “consciously caring Filipino”, anchored on “Education for Personal Renewal and

Social Transformation.” The Normal’s evolving motto is: Truth, Justice and Excellent Service.

- Pursue the approval of the bill in making PNU as the Country’s National University for Teacher Education earlier filed by Pres. Lilia Garcia. (After two years, Pres. Gloria M Arroyo signed RA9647 into law on June 30, 2009, officially designating the Philippine Normal University as the National Center for Teacher Education.)
- Work for the construction of a 5-floor alumni Building for resource generating and development plans.

**PNU Presidents Strengths, Pronouncements and Achievements**

Personal/Professional Strengths of Normal Presidents	Presidents Vision set at the Inaugural address	Significant Events that brought to Normal Milestones
<p>1. <b>Humble</b>, he felt that the wealth of experiences he gained as superintendent was not enough, to prepare himself professionally for the presidential position at Normal in 1950.</p>	<p><b>With the right good will of all</b>, PNC will perform its role with credit to the people to whose service it is dedicated.</p>	<p><b>Conversion of PNS to PNC. Development, evaluation, revision and enrichment of curricular programs.</b> Employed Standards and procedure for admission, retention of students and instructional staff. Requested for voluntary accreditation and endorsed the need for adequate funding</p>
<p>2. <b>Benevolent in “conferring the rank of Emeritus to deserving retired professors and instituted the policy of bestowing a promotion of one grade in rank and salary one year before a faculty retires”</b></p>	<p><b>He hoped that both the faculty and students develop and translate into action the 5 main given areas of instructional work: (1) desirable character and personality traits,(2) high sense of nationalism, (3) the scientific outlook and temper, (4) a predilection for research, and (5) a deep and abiding interest in science and applied technology.”</b></p>	<p><b>Establishment of regional branches of PNC with appropriated funds.</b> Invited to the College ranking educators of the country; constructed or renovated buildings; established more service units; encouraged the professionalization of the faculty to the doctoral level by giving substantial promotions</p>



Personal/Professional Strengths of Normal Presidents	Presidents Vision set at the Inaugural address	Significant Events that brought to Normal Milestones
<p>3. <b>A Reflective man</b>, soft spoken and cool in times of great stress.</p>	<p><b>Advocated the need for a good educational system.</b> That teachers and educational leaders need to have a very strong moral fiber... have concerns for the poor ignorant masses, must be competent...with logical and creative imagination.</p>	<p><b>Post graduate courses have been organized, and the Normal has a complete educational ladder from the Kindergarten to postgraduate school.</b></p>
<p>4. A <b>“Renaissance” man</b>, who took a warm interest in various disciplines... <b>for joy of learning and living life to the fullest</b>, gifted with a sense of humor that made people feel at ease in working with him.”</p>	<p><b>He called upon all to respond to the “demand of the present in keeping with the fast evolving society so as to chart a course to the future... responding and aligning ourselves with other institutions for mutual support.”</b></p>	<p><b>. More development programs to include in-service training, merit promotion, performance evaluation and employee appraisal and incentives</b> identification, attracting promising personnel Completion of the Language Study Center, renamed Sibayan Hall in his honor.</p>
<p>5. <b>“A well traveled educator, who speaks with elegance and eloquence in the language of a full man, yet humane</b> in dealing with the ordinary and lowest level of employee. “</p>	<p><b>Has full perspective of teacher education to include the view of the field, both public and private</b>, and hopeful with the Ministry of Education and Culture’s promise to remove the disparities and promote equity.</p>	<p><b>Through academic and administrative re-structures, supervisory arrangement which value the person.</b> Instituted intervention measures to ensure respectable salary scale and workloads, and management styles which reduced tensions between superior and subordinates. Turned over the Library building now renamed Edilberto P.Dagot Hall, by JICA /Japanese Government to PNU.</p>
<p>6. <b>Known to be the first woman and sixth President of Normal. Affirmed that there is no substitute for a happy and fulfilled faculty and staff</b>, and active, highly motivated students.</p>	<p><b>Convinced</b> at the concept of academic re-structuring to respond to the demands of the times. <b>.Underscored</b> the need for a massive evaluation of Teacher Education at PNC.</p>	<p><b>Appealed</b> to the academe to be fully aware of the challenges on its basic functions on Teaching with competence, Research based inputs, Extension services to reach out and transfer technology to the rural areas and share expertise in the field. <b>Conducted Institutional Review and developed the PNU Five- Year Plan.</b> <b>Completed: 1.The PNU Worship Center donated by Don Emilio Yap</b> <b>2. “Maceda Hall”</b></p>

Personal/Professional Strengths of Normal Presidents	Presidents Vision set at the Inaugural address	Significant Events that brought to Normal Milestones
<p>7. The Centennial President of Normal, the 7<sup>th</sup> and 2<sup>nd</sup> woman president had the foresight that in the 21<sup>st</sup> century “PNU will not only endure but will also prevail.”</p>	<p>With courage and singleness of purpose, she enjoined the stakeholders to work together, accept the formidable tasks ahead with humility and confidence, for the covenant of excellence and leadership.</p>	<p>Activities and projects were focused on: empowering teachers to shape new generation of Filipino; advocated the paradigm shift in the essence of a university; strongly emphasized research, working hand in hand with CHED DECS, and other agencies, sectors towards excellence in tertiary education; Initiated the first International Conference on Teacher Education (ICTE). Intensified cultural Program “Sa Mahal Kong Bayan” Cultural show presentation abroad and PNU branches by the faculty, staff and students. Constructed “Gusali ng Wika Building.”</p>
<p>8. The “Global” President who introduced the great advantage of the idea of the new university. Inspires one to be “Glocal” who can make the Normal globally and locally competitive in Teacher Education.</p>	<p>Made “Teacher for a better world’, “as the rallying point of his administration, hence, whatever we do to fashion them in all our training programs, pre-service or in service, formal or informal, on campus or off, let it serve as our guidepost.”</p>	<p>Identified the unique management issues on the running of the premier university for educators; Differentiated the distinct potential and executive contributions of the Office of the President in the internalization of the new university, committed to the four essentials -on quality teacher leadership, -on excellence to knowledge creation and application; - on a culture of sharing and service; and - to growth, efficiency, and accountability. Accomplished programs and projects on the four commitments are still evident, existing, accentuated by the visible physical green environment, facilities-paved corridor walk, the guard house and offices, bulletin boards, and the PNU signage.</p>

Personal/Professional Strengths of Normal Presidents	Presidents Vision set at the Inaugural address	Significant Events that brought to Normal Milestones
<p>9. The President who pledged to the faculty, students, administrative staff to be "your steadfast teammate... and academic servant-leader."</p>	<p>He looked up at PNU as his "Camelot", an idealized place or situation regarded as enlightened, cultured, peaceful and beautiful."Being his <i>alma mater</i>, he recognizes the role of the University as the Center of Excellence in Teacher Education and Educational leaders.</p>	<p>Evolved or developed a distinct 'brand' or 'trademark' for a PNU product or graduate  <b>Stressed the motto: Truth, Excellence and Service.</b>  <b>Strengthened Income generating projects through the Office of the Auxiliary Services.(P9m for 2008, P7,588,058.12 for 2009)</b>  <b>-Pursued the approval of the bill on Making PNU as the Country's National Center for Teacher Education earlier filed by Pres. Lilia Garcia.</b>  <b>Initiated the putting-up of a 5-floor Alumni Building.</b>  <b>-Inspired the PNU Global Alumni Association in installing the "Torch Monument" at the façade of PNU main campus</b></p>

### Summary of Insights

Providence made it possible that through the years the leadership of the Philippine Normal University from the 1950s to 2010 has been geared toward the right direction.

Records and documents show that the leaders' strengths had been the common trait from the first to the ninth president of the premier Teacher Institution. Though they had similar strategies in leading the Normal, they differed in handling one's predicament.

The first Normal president exhibited the basic lesson on Knowing Oneself. As he took the lead, equipped with the highest degree

of the profession, he experienced academic rigor as a “pensionado” in his time.

The great management guru, Bennis, (1989) affirmed the insight that a leader, as a learner, liberates oneself. “The more we know about ourselves and our world, the freer we are capable of achieving.” The legacy of the first president as an educator, a civic leader and a writer is a testimony of the first basic tenet, “Know thyself.” In his humility probably lies his strength.

The second Normal president translated into action the concerns for his constituents. As a benevolent leader, he demonstrated sensitivity to his people. His achievements focused on translating his vision into action amidst the challenging situations during his time. “For leaders, the test and the proof are always in the doing”(Bennis,p. 1989).

The third Normal president exemplified a matured leader with candor in his honesty of thought and action. His steadfast devotion to principles made him cool in time of great stress. His maturity made him “grow through following, learning to be dedicated, capable of working with and learning from others,.. these qualities in himself, he can encourage them in others” (Bennis,1989). Being a reflective leader was his strength.

The fourth Normal president proved his intellectual integrity with passion. His rich liberal arts background made him a Renaissance man in his time, true to Smith’s observation in *Educating Managers* that, “People trained in the Liberal Arts would be able to understand, function in and contribute to the loose tight, entrepreneurial organization that so many other businesses are striving to become...They learn to tolerate ambiguity and to bring order out of apparent confusion”. His sense of humor made people feel at ease in working with him. Humor as an attribute of an effective leader, confirmed recent research findings that people get much creative when amused. (<http://josecarilloforum.com,12-13-10>). The fourth president indeed expressed his leadership as a full man.

The fifth Normal President manifested his leadership administration as a time-tested scholar. His various stint of travel broadened his brilliance and humble perspectives. His expression in a language of elegance and eloquence helped him communicate the Normal vision, its future, won stakeholders' support and maintained positive relationships with the subordinates. To this effect Bennis, (1989) wrote, "Leaders, have not only the ability to understand the organization's dimensions and purposes, but to articulate their understanding and make it manifest. They have the ability to inspire trust, but not abuse it." His dedication as a career professional academician being the 5<sup>th</sup> Normal leader is beyond reproach.

Though a woman, the sixth Normal president, re-invented herself to being an active learner and a doer as a leader. She had the opportunity to be involved in the Normal process of academic restructuring, rooted in her belief that "there is no substitute for a happy and fulfilled faculty and staff, and an active, highly motivated studentry," Her stance echoes Norman Lear's, as cited in Bennis, 1989, "that the goal isn't worth arriving at unless you enjoy the journey. You have to look at success incrementally...applauding yourself for the small successes, and taking the small bow, are good ways of learning to experience life each moment that you live it. And that's part of inventing yourself, of creating your own destiny." As the sixth president, in the wisdom of feminine leadership lies her unique strength.

With legal mind, the seventh Normal president was a woman, who shared leadership experiences with her predecessors, from the second to the sixth president. She had her foresight that in the 21<sup>st</sup> century, PNU would not only endure, but would also prevail. The lessons she learned from the masters of experiences and her pursuit of the highest academic degree required for a president made her profess the covenant of excellence with the Normal. Admittedly, her leadership strengths came from her courage and singleness of purpose, enjoining everybody to work together. The insight of Barbara Corday says, " A corporation, or a show, is only as strong as the caring and enthusiasm that the people who are involved in it on a daily basis put into it. .. I

think my enthusiasm is catching. . I think when I get on a project, if I love it, I can make you love it.” (in Bennis,1989)

The eighth Normal president introduced the idea of a new University as the premier university for educators. His passion to make the Normal locally and globally competitive in Teacher education was his rallying point to the fourfold commitment of excellence, by which the University experienced transformation.

On becoming a leader, Bennis (1989) pointed out that “innovative learning must replace maintenance/shock learning through anticipation, learning by listening to others and participation by shaping events,” Admittedly, as a leader rich in academic tools and experiences, the eighth president’s strength is immanent in his commitment to empowering the faculty and staff.

The ninth Normal president was a political man, educated and trained by the Normal in his undergraduate degree, after which he became a law practitioner. Though he encountered some odds in becoming the president of PNU, his luck to be the ninth president prevailed. Seemingly, his pledge to the faculty and staff to be their “*academic servant-leader*, among other things, reflected his ideals when he was a young lawyer – “street parliamentarian” and advocate of human rights during the martial law era in the country.

All jurisdictional experiences of the ninth president must have made him strong in seeking the in-placed development plans of Normal left by his predecessors, on logistics, revenues and finance development of the University. Being an accomplished classroom teacher, distinguished education leader and a man “who sings well, reads voraciously and writes respectfully” showed his unique expressions of becoming a leader.

J. Sterling (cited in Bennis, 1989) provides an insight into grasping the Pygmalion effect in management: “what managers expect of their subordinates and the way they treat them largely determine their performance and career progress...Subordinates, more often than

not, appear to do what they believe they are expected to do.” Thus, relevant experiences of a leader and stakeholders are mutual factors in expressing leadership.

The Normal presidents, as human as they are, proved their worth in their educational, professional and relevant experiences to be able to lead in the field of education both in local and global environments. They exemplified the value of loving God to exude honesty, truthfulness, excellence and justice, reflective of their identified goals, activities and projects bound by the PNU Vision and Mission.

Their annual reports served as living evidences for their accomplishments, committed to constituents, yet grateful of past predecessor achievements. Their testimonies were recorded, kept and preserved for posterity.

As managers and leaders, they continuously pursued their search for excellence in the governance of the Institution.

### **Conclusion**

Recognizing that there is no perfect leadership at the Normal, past presidents hurdled problems, frustrations and struggles which challenged them and the academic community. Each president had her/his strengths, and share in transcending one’s self to a greater one.

They engaged in activities and projects in thinking of the common good of the Filipino teachers and educational leaders alike their leadership decisions were influenced considerably by the community’s culture and ethos of the academe at a given time.

To be an integral leader, as demonstrated by the Normal Presidents in their own particular ways, may be described as:

- Idealistic who continues dreaming.

- Pragmatic who looks for forms and substance to be true and make these happen.
- - Political who participates actively in good politics to influence government policies and performance on appropriating the institutional budget.
- Humane who shows gratefulness to one's predecessors, acts like the father/mother to the prodigal son and one who exhibits the highest cardinal values: faith, hope and love.

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