

**PERSONALITY TRAITS AND CONFLICT MANAGEMENT STYLES OF  
PUBLIC ELEMENTARY SCHOOL HEADS: BASES FOR A  
PROPOSED PERSONALITY TRAINING MODEL**

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In Partial Fulfilment

of the Requirements for the Degree

**Doctor of Philosophy (Ph.D.)**

**Major in Educational Management**

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March 2011

## APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **DOCTOR OF PHILOSOPHY (Ph.D.)**, this dissertation entitled "**PERSONALITY TRAITS AND CONFLICT MANAGEMENT STYLES OF PUBLIC ELEMENTARY SCHOOL HEADS: BASES FOR A PROPOSED PERSONALITY TRAINING MODEL**", has been prepared and submitted by **ADELFA I. MENDOZA**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

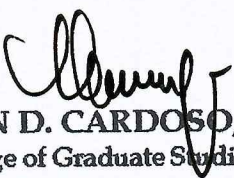
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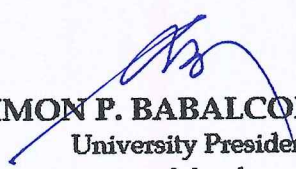
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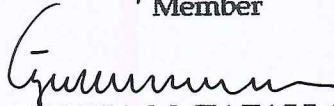
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### **The Researcher**

## DEDICATION

*To my dear husband Eulalio J. Mendoza,  
my children and grandchildren,  
my inspiration to pursue this study.  
You will always be in my heart.*

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the goal of success and make my dream comes true,  
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and trials while doing this study.*

**The Researcher**



## **ABSTRACT**

This study found out whether the conflict management styles of the elementary school heads as related to their personality traits. The finding of the study were the bases in evolving a personality development training model for elementary school heads. This study employed the descriptive-correlational research design that used a survey questionnaire as the principal instrument to gather the needed data to answer the specific questions. For the finding of the study, the following personal characteristics showed significant influence to the personality traits manifested by the public elementary school heads, namely; age;sex;civil; status; educational background; number of personnel supervised; teaching experience; and administrative experience. On the other hand, birth order, performance rating; in-service trainings attended; average monthly income and attitude towards work has nothing to do with the personality traits assumed by the elementary school heads. The two groups of respondents unanimously arrived at the same evaluation as regards the conflict management styles used by the public elementary school heads along the five parameters or areas of concern. For the conclusion, the public elementary school heads were in their 50's and considered mature in their present position, this group was dominated by female elementary school heads, almost all them were married, educationally qualified; had a considerable number of years in the teaching experience but considered new in the administrative position, supervise a substantial number of teachers, had a very satisfactory performance rating, attended in-service trainings in all levels, were receiving a sufficient monthly and enjoyed doing his/her work.

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

The school have been looked up to as moulders and formators of individuals especially the young. It is considered as an indispensable partner of the society in building a nation. Thus, every school strives to realize such gargantuan tasks entrusted to its care.

And, the key figure in the school is the school head. He is not only a teacher but he is also a father/mother, a policy-maker, an initiator, an animator, a counselor, a facilitator, a peace-maker, a manager and – put into simple term – a selfless leader. It is his/her duty to monitor instruction in order to improve teaching and learning that eventually will increase pupil achievement. He/She is also responsible in strengthening the harmonious relationships between him and his/her teachers and staff and for facilitating their school's interactions with the parents and community.

According to Taup (2000: 341), the “elementary school administrators play a pivotal role in the operation of the school. They are responsible for the happenings in the school such as quality instructions, guidance, directions, and the motivations of teachers to perform their duties well.”

This was supported by Ambrocio (2000: 278) when he said that “the school administrator is in a most strategic position to lead the direction of the

educational system. As an instructional leader, he has great responsibilities to render the best educational services to the teachers/learners in the pursuit of quality education for development.”

Therefore, the school administrator occupies a strategic position in the educational system, a position whose importance revolves around the fact that it is concerned with the total functioning of the school. One of this “total functioning” concept was to develop and maintain a school atmosphere conducive to the promotion and preservation of academic freedom and effective teaching and learning and to harmonious and progressive school personnel relationship (Aquino, 2001:1).

Thurstone (1994: 120) stressed his study of psychological approach to the study of leadership which is based largely on the common condition that an individual’s behavior is determined largely by his unique personality structure. Its focus is upon sets of personality characteristics or traits which are supposed to differentiate leader from followers. It assumes that there are several that there are several personality traits that are necessary for successful leadership

With this article of Thurstone, it can be said that all behaviors of the school heads inside the school, may they be leadership behavior or managerial behavior, are dependent on his personality structure.

In spite of the positive personality traits possessed by school administrators, still there are conflicts that are experienced in several division and district offices and even in school level. Gabriel (2002: 1) commented that



complaints of students, teachers and parents against school administrators of Leyte Division are oftentimes aired over the radio. Administrative cases are filed also at the Regional Legal Office; however, records pertaining to these cases cannot be published for some ethical and moral impediments.

According to Gannon (1998:36) conflict may either be interdepartmental and/or interpersonal. If the organizational units are interdependent, share resources, and perceive their respective goals as incompatible, interdepartmental conflict is likely to occur. If relationships between members of the organization are involved, then interpersonal conflict is likely to occur. When apathy and antagonistic attitude persist in the mind of the individuals, they tend to shy away from their organization. The growing apathy and antagonism may be accompanied by strong feelings, which may be detrimental to team relationships. In times like these, a manager has to be guided with the different strategies in conflict management.

To manage conflict does not mean eliminating conflicts. The school administrators as conflict managers must rise to meet the conflicts of the organizational members. Treslan had emphasized that the ability to successfully minimize and resolve conflict is an important skill for school administrator to develop. A major reason for this is that administrators are faced with the classic confrontation between individual needs and organizational needs, requiring them to spend a major part of their time attempting conflict mediation. The "appropriate" management strategy in a given situation requires accurate

identification of both the conflict origin and participants, and their relationships, in order to apply the most effective resolution technique. Since conflict is inevitable in schools, administrators must be prepared to deal with it, not necessarily from the point of view of elimination, but rather to derive the greatest possible benefits therefrom (<http://www.num.ca/educ/faculty/mwatchlvo/1/treslen.htm>, October, 2010).

As observed by the researcher, conflicts are also true in the Division of Samar. Several complaints from the General Parents-Teachers-Community Associations against Teachers/Head Teachers/Principals, teachers against teachers, teacher against principals/supervisors were filed in the district and division offices. But these cases cannot be published for reasons of legal impediments. And, to date, no study yet was undertaken to find out how elementary school heads deal with organizational conflict and its relationships with their personality traits.

### **Statement of the Problem**

This study found out whether the conflict management styles of the elementary school heads as related to their personality traits. The findings of the study were the bases in evolving a personality development training model for elementary school heads.

Specifically, it sought answer the following questions:

1. What is the profile of the elementary school heads with reference to:
  - 1.1 age and sex;
  - 1.2 civil status;
  - 1.3 birth order;
  - 1.4 educational background;
  - 1.5 teaching experience;
  - 1.6 administrative experience;
  - 1.7 number of personnel supervised;
  - 1.8 performance rating;
  - 1.9 in-services trainings;
  - 1.10 average monthly income, and,
  - 1.11 attitude towards work?
2. What is the personality of the public elementary school heads in terms of:
  - 2.1 primary factors, and
  - 2.2 global factors?
3. Is there significant relationship between the personality traits of the public elementary school heads along primary and global factors and their profile?



4. As perceived by the school heads and teachers, what are the conflict management styles utilized by public elementary school heads along the five areas of concern:

4.1 compromising;

4.2 denying;

4.3 integrating;

4.5 forcing, and

4.6 suppressing?

5. Is there significant difference between the perceptions of the two groups of respondents on the conflict management styles of the elementary school heads along the five areas of concern?

6. Is there a significant relationship between the personality traits of the public elementary school heads and their conflict management styles?

7. Is there a significant relationship between the conflict management styles of the elementary school heads and their personal profile?

8. As perceived by the public elementary school heads and their teachers, what are the problems that they encounter in conflict management and to what extent are these felt?

9. What personality development training model for elementary school heads was evolved based on the findings of the study?

## **Hypotheses**

The following hypotheses were tested in this study:

1. There is no significant relationship between the personality traits of the public elementary school heads along primary and global factors and their profile.
2. There is no significant difference between the perceptions of the two groups of respondents on the conflict management styles of the public elementary school heads along the five areas of concern:
  - 2.1 compromising;
  - 2.2 denying;
  - 2.3 integrating;
  - 2.4 forcing, and
  - 2.5 suppressing.
3. There is no significant relationship between the personality traits of the public elementary school heads and their conflict management styles along the five areas of concern.
4. There is no significant relationship between the conflict management styles of the public elementary school heads and personal profile.

## **Theoretical Framework**

This study was anchored on the theory is the "Trait Approach" or "Great Man Theory". According to Davis (1992:67) social organization and social

changes are functions of the leader's stable personality, dispositions, knowledge, skills and motivational tendencies. It assesses that have certain inherent qualities or traits that make their leadership style effective.

In as much as many studies have been checked, Stogdill (1994:126) found out that various researches have identified specific traits related to leadership ability: namely, five physical traits such as energy, appearance, and height; four intelligence and ability traits; sixteen personality traits such as adaptability, aggressiveness, enthusiasm, and self-confidence; and, six task-related characteristics such as cooperativeness, interpersonal skills, and administrative ability.

In addition, the Trait Theory advocated by Gordon Allport, the Father of Personality Theory and the most popular trait theorist believed in the individuality and uniqueness of the person and that people have consistent personalities. Allport saw that traits are broad or general guides that lend consistency to behavior. When all these traits are combined, they form an individual's personality in order to understand an individual, there is a need to break down behavior patterns into observable traits.

This theory was supported by the Humanistic and Integrative Theories. Humanistic Theory was espoused by Carl Rodgers. This is the personality theory that emphasizes individual growth and improvement. Rodgers believed that all people have a basic drive toward self-actualization. This theory contends that the self-concept is an integral part of an individual's personality. While the



Integrative Theory describes the personality as a combination of an individual's psychological make up. A person's personality based on his psychological structure includes his emotions, cognition, attitudes, expectations, dreams and fantasies.

### **Conceptual Framework**

Figure 1 shows the conceptual framework of the study.

The base of the paradigm is the research environment of the study which covered the different central elementary schools of the Divisions of Samar.

The next frame refers to the subject of the study – the elementary school heads. First, the researcher elicited information on the personal profile of the school heads such as: age, sex, civil status, birth order, educational background, teaching experience, administrative experience, number of personnel supervised, performance rating, in-service trainings attended, average monthly income, attitude towards work. Then personality traits and the conflict management styles along compromising, denying, integrating, forcing and suppressing were determined based on the perception of the two groups of respondents, namely: elementary school teacher and elementary school heads themselves. Personality traits of the elementary school heads was determined based on the following parameters: primary factors and global factors while conflict management styles was ascertained based on the following areas: compromising, denying,



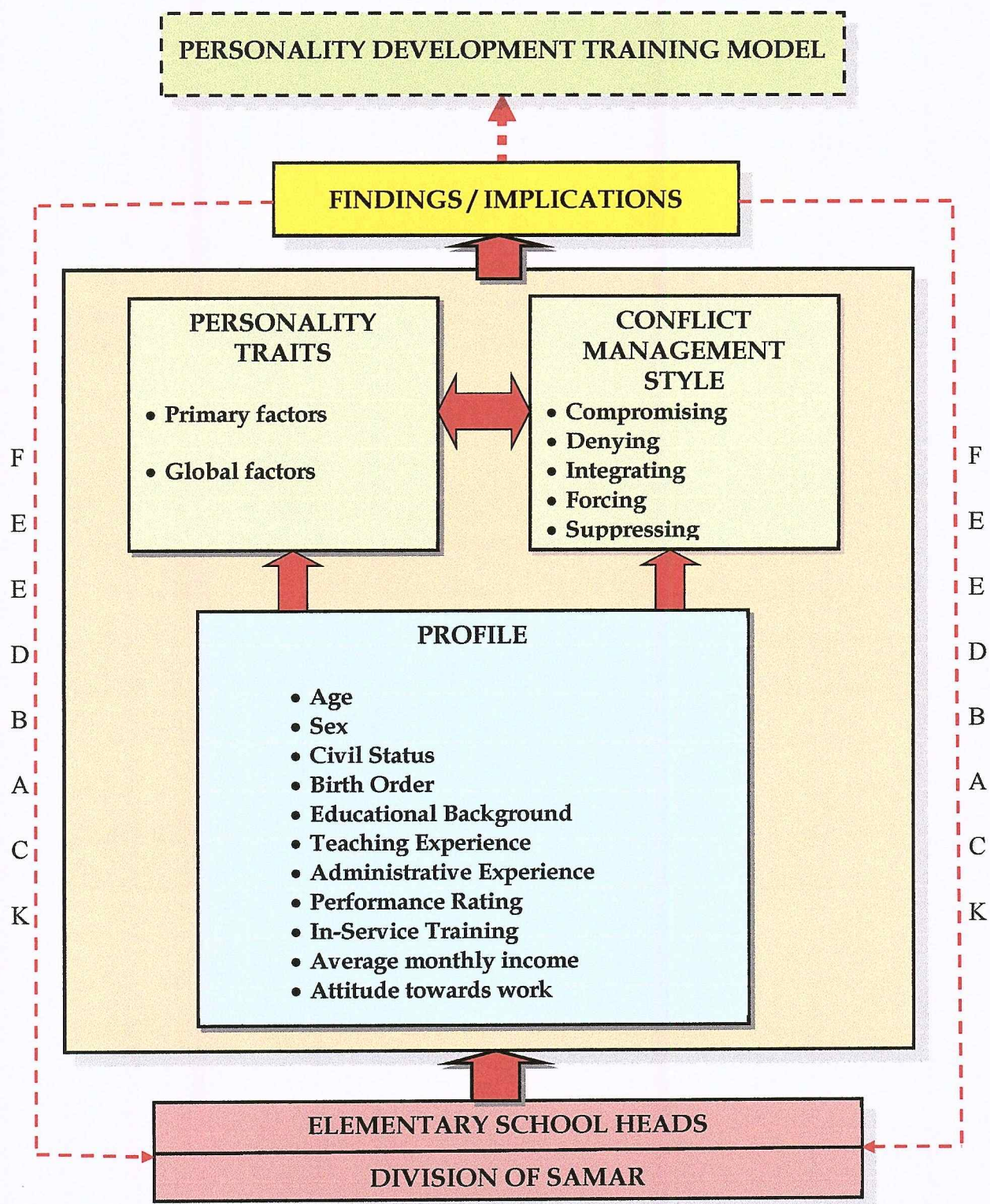


Figure 1. Conceptual Framework of the Study

integrating, forcing, and suppressing. Further the perception of the two groups along the personality traits and conflict management styles were compared. This was represented by the two-way arrows running in between the boxes representing the respondents of the study.

The second process employed in this study was to correlate the profile of the subject of the study and their personality traits and conflict management styles along the respective parameters.

The researcher then analyzed the results obtained in this study. The findings had drawn implications which were the bases in making the personality development training model for elementary school heads. Hopefully, the proposed training model will be used by the elementary school heads in order that they will help in having a harmonious relationship between the school and the community.

### **Significance of the Study**

The results of this study would be beneficial to the following:

To the public elementary school heads. The findings of this study would help the elementary school heads know their personality traits, conflict management styles and their strengths and weaknesses on the five areas of concern for educational administration. The data that will be gathered in this study will serve as the bases for the conceptualization of the personality development training program for elementary school.



To the key officials. The results of this study will help the key officials in pinpointing the personality traits, conflict management styles, and strengths and weaknesses of the elementary school heads and the extent the agency can assist these school heads in their work to improve their efficiency and effectiveness.

To the elementary school teachers. The study would present a vivid picture on how personality traits and conflict management styles of their school heads in their respective schools. From here, they could acquire ideas on the manner their respective school heads manage their schools. These insights would guide them in the performance of their duties responsive to the school head's expectations.

To The Division Promotion and Selection Board. The findings of the study would give the members of the board the opportunity to decide regarding the promotion of the elementary school head to a higher position and devise some strategies in developing the his/her personality traits that will redound to a harmonious relationships between and among the school head, teachers, staff, parents and community .

To the pupils. Through this study, the elementary school heads would be the instrument in improving the performance of the teachers and eventually increase the pupils' achievement level.

To the future researchers. The findings of this study would serve as the basis for other researchers in conducting a thorough investigation regarding

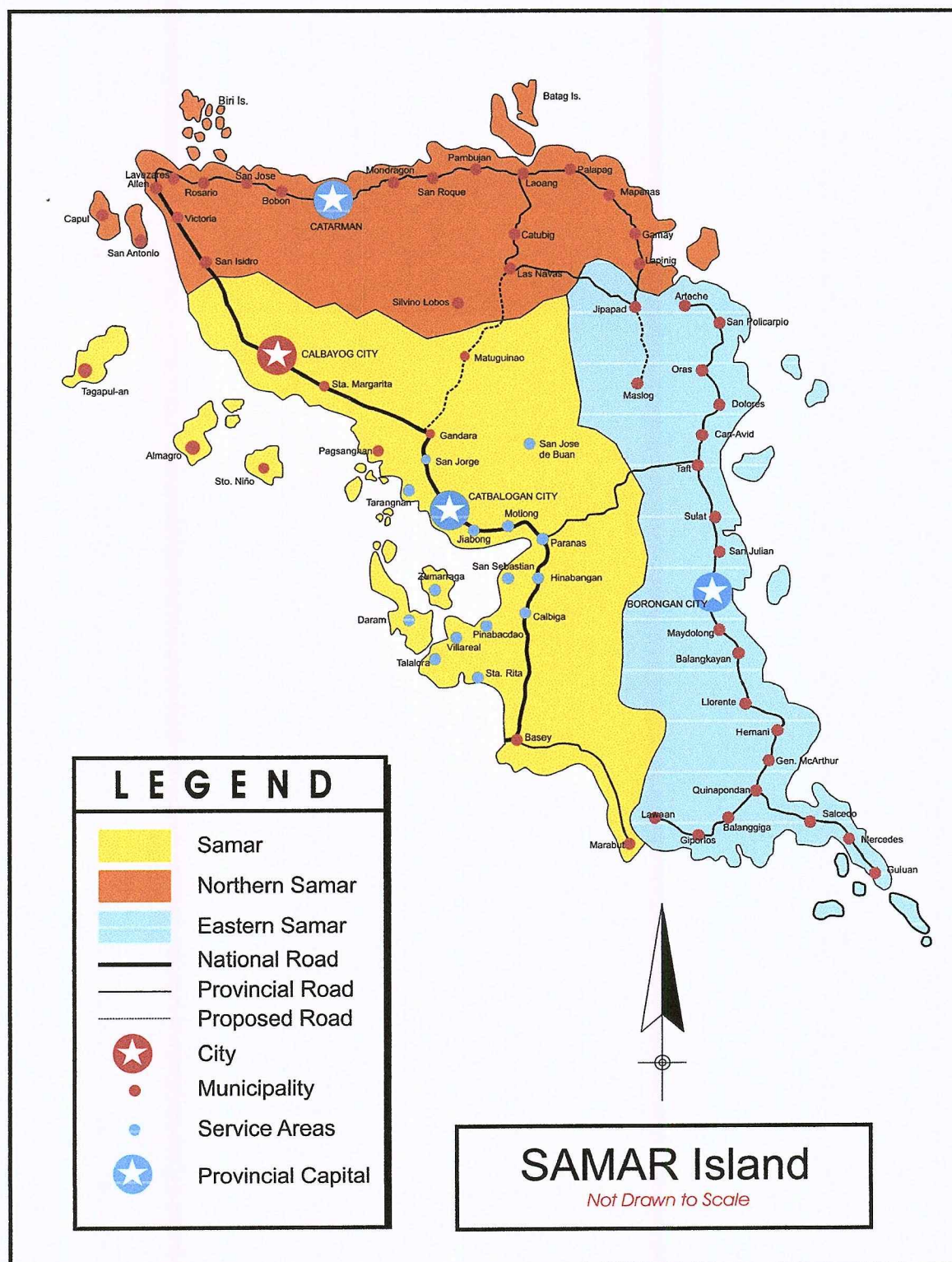
personality traits and conflict management styles of the elementary school heads in other divisions.

### **Scope and Delimitation**

This study was concerned mainly with the relationship between personality traits and conflict management styles of the elementary school heads of the Division of Samar and school-head related variates. The school head-variates were age, sex, civil status, birth order, educational background, teaching experience, administrative experience, number of personnel supervised, performance rating, in-service trainings attended, average monthly income, and attitude towards work. The conflict management styles were limited to compromising, denying, integrating, forcing, and suppressing. Included, too, were the five areas of concern of the educational administration, namely: as an executive, as a process manager, as a public concern, as a career person, and as a discipline. The result of the study was the bases in evolving a personality development training program for elementary school heads.

As research environment, the study included all the thirty-six (33) central elementary schools of the Division of Samar, namely: 1) Almagro, 2) Gandara I, 3) Gandara II, 4) Pagsanghan, 5) Sta. Margarita I, 6) Sta. Margarita II, 7) Sto. Niño, 8) Tagapul-an, 9) Tarangnan, 10) Basey I, 11) Basey II, 12) Calbiga, 13) Catbalogan I, 14) Catbalogan II, 15) Catbalogan III, 16) Catbalogan IV, 17)





**Figure 2. Map of the Island of Samar reflecting the location of the coverage of the Division of Samar**

Catbalogan V, 18) Daram I, 19) Daram II, 20) Hinabangan, 21) Jiabong, 22) Marabut, 23) Motiong, 24) Pinabacdao, 25) San Sebastian, 26) Sta. Rita I, 27) Sta. Rita II, 28) Villareal I, 29) Villareal II, 30) Wright I, 31) Wright II, 32) Zumarraga, and 33) San Jorge (Please see Figure 2).

The respondents of the study were thirty-six (33) elementary school heads and two hundred seventy-three (273) elementary school teachers, with a total of 306 respondents. The elementary school heads were chosen by total enumeration while the elementary school teachers were sampled using the Sloven's formula in determining the sample size and stratified random sampling for the selection of respondents.

Data on the aforementioned variables were limited to the answers of the respondents to the survey questionnaire.

The study was conducted during the second semester, school year 2010-2011.

### **Definition of Terms**

To provide a common frame of reference, the following terms are herein defined:

**Anxiety.** As a descriptor in the high range, it refers to high anxiety and high perturbable and as a descriptor of low range, it refers to low anxiety and unperturbed (16PF Fifth Edition Individual Record Form).



**Apprehension.** As a descriptor of high range, it refers to apprehensive, self-doubting, worried, guilt prove, insecure, worrying, and self-blaming and as a descriptor of low range, it refers to self-aured, unworried, complacent, secure, free of guilt, confident, and self-satisfied (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**As a career person.** It is viewed as a sequence of work-related life theme. It demands individual choices in reference to a cognitive map about the the dynamic forces. This is so even if the person decides to do nothing (Maquiso, 1994:102).

**As a discipline.** It refers to the teaching learning process which is considered as a hallmark of discipline. The teaching and learning of educational administration through a formal curriculum program of study that leads to a masteral or doctoral degree is an explicit recognition of the field as a discipline Maquiso, 1994:102).

**As an executive.** It refers to the educational administration as they are located in certain position of authority in the administrative levels of the educational organization (Maquiso, 1994:103).

**As a process manager.** It refers to the roles of educational administrators that are translated into functions and are exercised through a process (a particular method of doing something involving a number of steps to achieve a particular purpose) (Maquiso, 1994:103).

**As a public concern.** It implies that the educational system is in itself a public concern. Whether public or private, any school has a public responsibility to meet and uphold. This is so because the educational institution is a service organization of, by, and for the public.

**Conflict Management Style.** It refers to the pattern of behaviour as individual develops in response to conflict with others such as differences of opinion (<http://en.wikipedia.org/wiki/conflict-mgt-style>, October 2010). In this study, it refers to the styles of conflict management employed by the school heads of the Divisions of Samar and Catbalogan City in order to deal with conflicting issues given certain situations along the five areas of educational administration.

**Compromising.** It is a style in conflict management in which the convincing parties agree with each other by sacrificing some of their needs (Baliton, 2002).

**Denying.** It is a style in conflict management that refuses to deal with conflict by stalling and repeatedly postponing action "until more information is available" (Andres, 1996:23).

**Dominance.** As a descriptor of high range, it refers to dominant, forceful, assertive, aggressive, competitive, stubborn, and bossy, and as a descriptor of low range, it refers to deferential, cooperative, avoids conflict, submissive, humble, obedient, easily led, docile, and accommodating (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Educational administration as five areas of concern.** It is taken to mean administration and supervision of teachers, the school plant, and such other activities that are related o curriculum making and student development (Maquiso, 1994:102)

**Elementary School Heads.** This refers to the person of authority who is directly involved with management and supervision of the elementary schools and teachers in their area of responsibility (The New Webster Dictionary: 1992:446). In this study, this refers to the Elementary School Principals assigned in the central elementary schools in the Divisions of Samar.

**Emotional Stability.** As a descriptor of high range, it refers to emotionally stable, adaptive, mature, and faces reality calmly and as a descriptor of low range, it refers to reactive emotionally, changeable, affected by feelings, emotionally less stable, and easily upset (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Extraversion.** As a descriptor in the high range, it refers to extraverted and socially participating and as a descriptor in the low range, it refers to introverted and socially inhibited (16PF Fifth Edition Individual Record Form).

**Forcing.** It is style in conflict management that creates a win-loss situation in which the loser is forced to give way to higher authority or greater power (Burke,1979:43).

**Global factors.** It refers to the five broad domains or dimensions of personality which are used to describe human personality



([http://en.wikipedia.org/wiki/Big\\_Five\\_personality\\_traits](http://en.wikipedia.org/wiki/Big_Five_personality_traits), January 2011). In this study, it includes the following domains, namely: extraversion, anxiety, tough-mindedness, independence, and self-control.

**Independence.** As a descriptor in the high range, it refers to independent, persuasive, and willful and as a descriptor in the low range, it refers to accommodating, agreeable and selfless (16PF Fifth Edition Individual Record Form).

**Integrating.** It is a style in conflict management that encourages parties to the conflict to try to solve the problem that has arisen between them and openly find a solution they all can accept. (Tyson and York, 1989:54).

**Liveliness.** As a descriptor of high range, it refers to lively, animated, spontaneous, enthusiastic, happy go lucky, cheerful, expressive, and impulsive and as a descriptor of low range, it refers to serious, restrained, prudent, taciturn, introspective, and silent (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Openness to change.** As a descriptor of high range, it refers to open to change, experimental, liberal, analytical, critical, free thinking, and flexibility and as a descriptor of low range, it refers to traditional, attached to familiar, conservative, and respecting traditional ideas (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Perfectionism.** As a descriptor of high range, it refers to perfectionistic, organized compulsive, self-disciplined, socially precise, exacting will power,

control, and self-sentimental and as a descriptor of low range, it refers to tolerates disorder, unexacting, flexible, undisciplined, lax, self-conflict, impulsive, careless of social rules, and uncontrolled (<http://en.wikipedia/wiki/16PF-Questionnaire>, January 2011).

**Personality Development Training Model.** In this study, it refers to a training model designed for elementary school heads that will make them developed their personality as an instrument in solving conflicts in the organization.

**Personality traits.** They are distinguishing qualities or characteristics of a person (<http://www.wilderdom.com/personality/traits/PersonalityTraitsDefinitions.html>., January 2011).

**Primary factors.** It refers to the primary traits that provide the most basic definition of individual differences. They are more powerful in understanding and predicting the complexity of actual behavior (<http://www.scribd.com/doc/355401836/PF-PERSONALITY-FACTORS>, January 2011). In this study, it includes the following 16 personality traits, namely: warmth, reasoning, emotional stability, dominance, rule-consciousness, liveliness, social boldness, sensitivity, vigilance, abstractedness, privateness, apprehension, openness to change, self-reliance, perfectionism, and tension.

**Privateness.** As a descriptor of high range, it refers to private, discreet, non-disclosing, shrewd, polished, worldly, astute, and diplomatic and as a descriptor of low range, it refers to forthright, genuine, artless, open, guileless,

naïve, unpretentious, and involved (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Reasoning.** As a descriptor of high range, it refers to abstract-thinking, more intelligent, bright, higher general mental capacity, and fast-learner and as a descriptor of low range, it refers to concrete thinking, lower general capacity, less intelligent, and unable to handle abstract problem (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Rule-consciousness.** As a descriptor of high range, it refers to rule-conscious, dutiful, conscientious, conforming, moralistic, staid, and rule bound and as a descriptor of low range, it refers to expedient, nonconforming, disregards rules, and self-indulgent (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Self-control.** As a descriptor in the high range, it refers to self-controlled and inhibits urges and as a descriptor of low range, it refers to unrestrained and follows urges (16PF Fifth Edition Individual Record Form).

**Self-reliance.** As a descriptor of high range, it refers to self-reliant, solitary, resourceful, individualistic, and self-sufficient and as a descriptor of low range, it refers to group-oriented, affiliative, a joiner, and follower dependent (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Sensitivity.** As a descriptor of high range, it refers to sensitive, aesthetic, sentimental, tender minded intuitive, and refined and as a descriptor of low



range, it refers to utilitarian, objective, unsentimental, tough-minded, self-reliant, no nonsense, and rough (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Social Boldness.** As a descriptor of high range, it refers to socially bold, venturesome, thick-skinned, and uninhibited and as a descriptor of low range, it refers to shy, threat-sensitive, timid, hesitant, and intimidated (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Suppressing.** It is a style in conflict management in which the manager does not want to satisfy the conflicting individuals, he tries to suppress or smooth over the difficulties. (Williams,1991:43).

**Tension.** As a descriptor of high range, it refers to tense, high energy, impatient, driven, frustrated, over wrought, and time driven and as a descriptor of low range, it refers to relaxed, placid, tranquil, torpid, patient, and, composed low drive (<http://en.wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Tough-Mindedness.** As a descriptor in the high range, it refers to tough, minded, resolute, and unempathic and as a descriptor in the low range, it refers to receptive, open-minded, and intuitive (16PF Fifth Edition Individual Record Form).

**Vigilance.** As a descriptor of high range, it refers to vigilant, suspicious, skeptical, distrustful, and oppositional and as a descriptor of low range, it refers to trusting, unsuspecting, accepting unconditional, and easy (<http://wikipedia.org/wiki/16PF-Questionnaire>, January 2011).

**Warmth.** As a descriptor of high range, it refers to warm, outgoing, attentive to others, kindly, easy-going, participating, and likes people and as a descriptor of low change, it refers to impersonal, distant, cool, reserved, detached, formal, and, aloof ([http//en. wikipedia.org/wiki/16PF-Questionnaire](http://en.wikipedia.org/wiki/16PF-Questionnaire), January 2011).

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies that are related to the present study. In order to make this study more informative, data-oriented and substantial, sources and materials such as magazines, pamphlets, books, journals, theses and dissertations were utilized.

#### Related Literature

Administrators are managers and the school administrator or principal assumes an obligation and a responsibility when he accepts the position of principal of the school (Lagdameo, 1993:303). Thus, he should sincerely endeavor to improve the social vision and the professional services and understandings of his staff and himself.

Ando (1996:126) emphasized that a school administrator should be multi-functional. He must be expert on human, structural, political, cultural and educational leadership. As a human leader, the school administrator should foster participation, enhance staff commitment and satisfaction, and encourage positive interpersonal relationship among the staff. As a structural leader, the school administrator thinks clearly and logically, develops clear school goals and policies, holds school members accountable for results, and provides technical



support to plan, organize, coordinate and implement policies in the school. As a political leader, the school administrator is persuasive and effective at building alliances and support and can resolve conflicts among school constituencies. As a cultural leader, the school administrator is inspirational and charismatic and should build a school culture which transforms the mission, values and norms of individuals or group of staff. Lastly, as an educational leader, the school administrator encourages professional development and teaching improvement, diagnoses educational problem, and guidance to school instructional matters.

Mayari (1994: 66-67) concluded that principal's managerial skills, i.e. technical, human and conceptual skills significantly affect school effectiveness. High technical and conceptual skills significantly affect task performance but human skill does not affect task performance. In relation to this conclusion, she recommends among others that principals and other school administrators should be encouraged to grow through reading professional books and journals to develop their conceptual and technical skills and should enroll in graduate courses that will sharpen their technical and conceptual skills.

Borromeo (1998: 119) cited that it is the duty of school administrators to (provide) timely praise and recognition for job well done, (2) use timely and appropriate discipline when it is desired, (3) give rewards on the basis of results and improvements, (4) emphasize attention, approval, assistance, success, satisfaction and support, (5) make a habit of reinforcing positive performance

based on positively oriented values to make positive performance a habit, and (6) provide motivation and encouragement on difficult undertaking of teachers when needed.

Henderson, et al. (1996: 98) emphasized essential qualities a school administrator should possess. To them, the educational leader clearly needs to be an educator by having professional insights into the processes of learning and knowledge of the qualification needed by persons who will carry through the educational job. He/She needs to have the respect and confidence of his associates as an academic colleague and should be a keen observer of the education and social scene. He/She needs to be an effective organizer which means that he/she should understand how to delegate responsibility and authority, how to define the functions of job, the interrelationships among jobs and the lines of communications and how to synthesize the results flowing from the subdivided efforts into an organic whole. They also pointed out that an educational leader need to be a keen judge of people so that he/she knows to recruit and maintain a staff at high quality and motivation. Likewise, an administrator needs to understand the medium of policy formation and communication implementation as well as public relation. Lastly, they believed that the school administrator should possess some understanding of finance.

The key role in the implementation of Republic Act 9155 belongs to the school head. In Section 1.2 of the Implementing Rules and Regulations (IRR) of



R.A. 9155, school head is defined as the principal, school administrator and teacher-in-charge who must exercise instructional leadership and sound administrative and fiscal management of the school.

The scope of the school head's role is to have authority, accountability and responsibility for the setting of missions, goals and targets of schools thru the development of School Improvement Plan (SIP); being accountable for higher learning outcomes by implementing the curriculum and develop the school educational program, creating an environment conducive to higher learning, and introducing new and innovative modes of instruction to achieve higher learning outcome; administering and managing personnel, physical and fiscal resources of school; and establishing school-community networks in support of a school targets and contribute to community development (Section 7E of RA 9155).

The leadership literature of the 1970's and 1980's, with its focus on effective leaders, revisited the personal traits of a school head. It primarily contributed to understanding the impact of personal characteristics and individual behavior of effective leaders and their role in making organizations successful. The studies differentiated between leaders and managers and introduced a new leadership characteristic - vision - and explored its importance. Along with having vision, effective leaders are said to facilitate the development of a shared vision and value the human resources of their organizations.

Robbins (1998:124) cited the following major personality traits that have been found to be powerful predictors of behavior in organizations: 1) Locus of control - Some people believe that they are masters of their own fate. Other people see themselves as pawns of fate, believing that what happens to them in their lives is due to luck or chance. The first type, those who believe that they control their destinies, have been labeled internals, whereas the latter, who see their lives as being controlled by outside forces, have been called externals. A person's perception of the source of his or her fate is termed locus of control. On the other hand, Zulueta (1999:170) had refereed locus of control as the individual's belief concerning the determinants of reward. Individuals with an internal locus of control construe their rewards as based on their own efforts and prefer a participative leadership style. Those with an external locus of control construe that their rewards are controlled by external factors and generally are satisfied with a directive leadership style; 2) Machiavellianism - the personality characteristic of Mach or Machiavellianism is named after Niccolo Machiavelli, who wrote in the sixteenth century on how to gain and use power. An individual high in Machiavellianism is pragmatic, maintains emotional distance, and believes that ends can justify means. "If it works, use it" is consistent with a high-Mach perspective; 3) Self-Esteem - people differ in the degree to which they like or dislike themselves. This trait is called self-esteem. The research on self-esteem (SE) offers some interesting insights into organizational behavior. For example,

self-esteem is directly related in expectation for success. High SEs believed that they possess the ability they need in order to succeed at work. Individuals with high self-esteem will take more risks in job selection and are more likely to choose unconventional jobs than people with low self-esteem; 4) Self-Monitoring - a personality trait that has received increased attention is called self-monitoring. It refers to an individual's ability to adjust his or her behavior to external, situational factors. Individuals high in self-monitoring show considerable adaptability in adjusting their behavior to external situational factors. They are highly sensitive to external cues and can behave differently in different situations. High self-monitors are capable of presenting striking contradictions between their public persona and their private self. Low self-monitors can't disguise themselves in that way. They tend to display their true dispositions and attitudes in every situation; hence, there is high behavioral consistency between who they are and what they do; 5) Risk Taking. People differ in their willingness to take chances. This propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice. For instance, seventy-nine managers worked on simulated personnel exercises that required them to make hiring decisions (Taylor, 1984). High risk-taking managers made more rapid decisions and used less information in making their choices than did the low risk-taking managers. Interestingly, the decision accuracy was the same for both



groups; and, 6) Type A Personality - a person with a Type personality is "aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if required to achieve more and more in less and less time, and, if required to do so, against the opposing efforts of other things or other persons" (Friedman. 1974:98). Type A's are always moving, walking, and eating rapidly; feel impatient with the rate at which most events take place; strive to think or do two or more things at once; cannot cope with leisure time; and are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.

On the other hand, conflict is an overt behavior that results when a person or a group of persons thinks a perceived need of the person or group of persons has been frustrated. Naturally, conflicts occur because individuals have different perceptions, orientation, beliefs, and objectives. Conflict that is present in any organization is most often assumed to be unproductive and undesirable; and, therefore, it should be avoided at all costs. Conflict may lead to rigidity in the organizational environment in which it operates and distort the existing reality. Today, many organizations approach the management of conflict with the following assumptions: (1) conflicts can be avoided; (2) conflict is the result of personality problems of individuals within the organization; (3) conflicts produce inappropriate reactions by the individuals involved; and, (4) conflict



creates a polarization - a manifestation of contrasting tendencies within the organization.

Conflicts in the school setting are ubiquitous. They can be between two individuals, two groups, within groups and with individuals. Often, it's difficult to determine which category of conflict a student is responding to. Knowing the category makes a difference in that there is a variety of possible strategies that can be applied (Zulueta, 1999:193-203).

Conflict in traditional school settings has been organized into four categories: (1) intrapersonal (within a person) - incompatibilities within a person's cognitive-informational processing system having to do with Goals, Actions, Outcomes (GAO). According to Zulueta (1999: 194), this is internal to the individual and is perhaps the most difficult type of conflict to analyze, because it relates to the need-drive-goals motivational sequence. It results when barriers exist between the drive and the goal. This conflict may result also when goals have both positive and negative outlooks and, at the same time, when competing and conflicting goals exist. When a drive or a motive is blocked before the goal is reached, frustration and anxiety may occur. These barriers can be either overt (rules and procedures) or covert (mental hung-ups). When a barrier exists, an individual tends to react with defense mechanisms. These behaviors are used to cope with frustrations and anxiety; (2) interpersonal (between people) - incompatibilities between the GAO's of two or a few, people. Zulueta

(1999:197) had noted that this conflict results from many factors. It may stem from opposing personalities or simply by rubbing each other the wrong way. The introvert, the extrovert, the boisterous and the reserved, the optimist and the pessimist, the impulsive and the deliberate are few possible combinations that might irritate each other. Personal prejudices based on regional background or ethnic origin differences in language used can also cause interpersonal conflict and may include racial, religions, and educational differences and orientation ;

(3) intragroup (within a group) – incompatibilities between two or more people in a group concerning the GAO's of the individuals, and those of the group. It can also be an incompatibility between the GAO of an individual and those of the group; and, (4) intergroup (between groups) – incompatibilities between various members whose GAO's are incompatible with each other, but are consistent with those of their respective groups

([http://wik.ed.vive.edu/index.php/SKEP\\_Conflict\\_and\\_conflict\\_resolution-in-the-school](http://wik.ed.vive.edu/index.php/SKEP_Conflict_and_conflict_resolution-in-the-school), October 2010). It was emphasized by Zulueta (1999:197) that intergroup conflict results from the organizational structure and may be relatively independent of the individuals occupying the roles in the organizational structure.

Bartholomew (1996:88) explained that conflict theory refers to the theoretical approach that views social phenomena as the result of conflict between individuals or groups. It has developed at both macro and micro levels.

Most sociologists, anthropologists, political scientists, and organization and communication theorists adopt the macro approach to conflict, while psychologists, social psychologists and sociobiologists adopt the micro level of studies on individuals, and from his or her behavior seeks to draw inferences about collective behavior: 1) Compromising - a style in conflict management where managers agree with one another about cause-effect relationship but are uncertain about the outcomes they would prefer is called compromising. A form of compromising common to school administrators is mediation, where an administrator attempts to coordinate the diverse and often conflicting needs of the constituencies that participate in school life. In a group conflict situation, a school administrator plays a third-party role, whether arbitrating conflict or organizing or presiding over efforts at negotiation of differences (Aquino, 1997:44); 2) Denying - refusal to deal with conflict by stalling and repeatedly postponing action "until more information is available", is a form of denial. When a manager avoids taking a position, no one is likely to be satisfied. He pretends to be unaware that a conflict exists. Stoner (1987:126) describes denial as avoidance. Avoidance of differences is a strategy that is very much used by Filipinos. A manager usually staffs his unit with friends, relatives, and former classmates who are in agreement with him. He selects and promotes individuals whose experiences are similar, who have had similar trainings, and come from the same school or institution (Andres, 1996:45); 3) Integrating - encouraging



parties to the conflict to try to solve the problem that has arisen between them and openly find a solution they all can accept is a style called integrating. Tyson and York (1989:66) hold that using the resources of the group would resolve the problem. Opening a dialogue between them and persuading them to be open about any problem that they experience are relevant steps in integrating style. Managers who give subordinates a feeling that all members and groups are working together for a common goal, who encourage the free exchange of ideas, and who stress the benefits of finding the optimum solution in a conflict situation are more likely to achieve an integrating strategy; 4) Forcing - forcing is another term for power strategy. It creates a win-lose situation in which the loser is forced to give way to higher authority or greater power. When a person in authority says in effect, "cut it out" I'm the boss and you've got to do it my way", then he is using power strategy; and, 5) Suppressing - if the manager does not want to satisfy the conflicting individuals, he tries to suppress or smooth over the difficulties. Suppressing exhibits a lose-win strategy. Managers use this strategy infrequently because this approach almost always resulted in ineffective resolution.

### **Related Studies**

In the study of Adina (2004), she found out that: 1) there was no relationship established between administrative management and pupils'

achievement and that a very satisfactory performance of school heads in terms of administrative management does not affect the achievement of pupils; and, 2) there was no relationship established between instructional leadership and pupils' academic performance. She concluded that school heads with a very strong vision of strong instructional leadership have high achievement expectations, observe teachers' teaching and monitor individual/collective pupils'/students' achievement.

The present study was similar to the previous study because it involved the school heads of the elementary schools as respondents and the study was conducted division-wide. The present study differed with the previous study on the following: 1) the research environment was in Eastern Samar while the present study was conducted in the Division of Samar; 2) the instrument used was on school-based management practices while the present study was on personality attributes; and, 3) the study was on the academic achievement of Grade V pupils while the present study was on the teachers' performance.

In the study conducted by Abrenzosa (2002), he concluded that the extent of Transformational Leadership Behavior (TLB) as expressed by elementary school principals of central and non-central schools showed that of the four (4) dimensions of TLB, idealized influence got the highest mean or both groups of elementary school principals. The TLB contributed to the level of individual effectiveness, job satisfaction, and collegiality of the elementary school principals

and teachers in the Division of Eastern Samar. Individualized consideration had the greatest impact on organizational empowerment in terms of individual effectiveness as variable.

The previous study was similar to the present study in terms of respondents, the involvement of the principals and teachers, the research environment which is division-wide and the locale of the study which was the central schools. However, it differed on the following aspects: the non-central schools were not included in the present study and the focus of the study, in the previous study was on transformational leadership behavior and organizational empowerment and conducted in the Division of Eastern Samar while the present study was on personality traits and conflict management styles and conducted in the Division of Samar.

Maderazo (2006) had conducted a study entitled "Factors Related to Empowerment of Elementary School Principals in Eastern Samar Division: Inputs to Policy Formulation" and disclosed the following findings: 1) in Administrative Management, the principals believed to be greatly empowered on Community Partnership, School Planning and Implementation and Information Management although least empowered on Professional/Interpersonal/Personnel Management Resource Generation and Management; 2) along Instructional Leadership, the respondent principals saw themselves greatly empowered especially along Evaluation of Performance, and



Supervisory Plans and Strategies and the principals considered Average Extent of empowerment on In-service Trainings.

The study of Maderazo is similar with the present study for the following reasons: the school heads in the elementary will be involved in the study and utilized personal profile as variates. The two studies differed on the following aspects: 1) the locale of the previous study was in Eastern Samar Division while the present study will be conducted in the Division of Samar; 2) the instruments used in the previous study was on principals' empowerment while the present study will utilized instruments on personality traits and conflict management styles; and (3) the output of the previous study was inputs to policy formulation while the present study's output will be a training model.

Nuevo (2004) had conducted a study entitled "Principal Empowerment and Organizational Climate in Elementary Schools: Inputs to Self-Improvement Action Plan" and the following were the findings: 1) both the administrator- and teacher-respondents were unanimous in their perceptions that the empowerment acts along instructional areas were highly implemented by elementary school administrators. The two groups of respondents differed significantly in their perceptions regarding implementation of empowerment acts along administrative and fiscal empowerment. The administrators deemed them to be "highly implemented" but the teachers considered them to be "moderately

implemented” and, 2) the organizational climate of elementary schools in the first congressional district of Samar was very satisfactory.

This study is closely related to the present study for the fact that both had focused on the school heads and teachers in the elementary level. However, there are basic differences which are evident. In terms of the locale of the study, the previous study was limited to the First Congressional District of Samar while the present study will involve the Division of Samar and the output of the previous study was a self-improvement action plan while the present study was a training model.

Another study conducted by Baliton (2002) was on the “Major Personality Attributes in Relation to the Conflict Management Styles of Administrators and Organizational Climate of the Philippine Science High School in the Visayas and the following are his conclusions: 1) all the administrator-respondents belong to the internal category of locus of control. All of them have high self-esteem. Majority of them have type A personality; 2) the administrators subscribed to integrating and forcing as conflict management styles when confronted with problems along the five areas of concern for educational administration; 3) the data on conflict management styles of administrators in each of the five areas of concern for educational administration did not show any significant relationships; 4) the organizational climate of the two campuses of the Philippine Science High School-Visayas (PSHSV) are generally healthy; 5) locus of control

personality attribute was found to be significantly related to the organizational climate indicators; and, 6) there were no significant relationships between the conflict management styles of the administrators and the organizational climate of the PSHSV.

This study is similar to the present study because it deals on personality traits and conflict management styles and the instruments used. However, it differed on the following: a) the organizational climate was not treated in the present study; and, b) the respondents of the previous study were the secondary school administrators of the Philippine Science High Schools in the Visayas campus while the present study will involve the elementary school heads of the Division of Samar.

Boco (2002) had conducted a study on the position powers of secondary school managers and teachers' performance of selected secondary schools in Eastern Samar. She found out: a) that the characteristics of an effective school manager were seen in the principals of public secondary schools in the Division of Eastern Samar for they exercised very much their position powers; b) the more teachers regarded their leader to possess expertise, the more that they believed in what they did and said and in what they commanded their teachers; c) the position powers of the managers were rated to have been exercised by the school managers themselves to a very much extent, except coercive power; and, d) the



expert and reward powers manifested by the school managers had a significant bearing on the level of education they had attained.

The present study had some bearings with the previous study for it involves the school administrators and teachers. The difference of the two studies lies on the focus of the study, locale of the study, respondents involve and instruments used.

Conde (2005) had conducted a study regarding the Leadership Styles of Public Elementary School Administrators and Teachers Morale in the Selected Districts in the Southern Area of Eastern Samar Division and the following are his findings: (1) majority of the administrators were democratic leaders; (2) the teachers' morale level was below average; and, (3) there is no significant relationship between the administrators' leadership styles and teachers' morale.

The present study was similar to the previous study for both studies involved elementary school administrators and their teachers. They differed on the focus and research locale of the study. The previous study was on leadership styles and respondents were from the elementary level of Eastern Samar Division while the present study was focused on conflict management styles and the respondents were from the Division of Samar.

Lumpas (2003) in her study entitled "Interplay of Burnout, Organizational Climate, and Control-Handling Mode of Elementary School Principals in the Division of Leyte" had the following findings: 1) majority of elementary school

principals personally feel fulfilled as school administrators. They are highly satisfied with their administrative tasks and they have pleasant experiences in their work; 2) there was high quality of communication in the elementary schools as supported by high score of respondents in their dimension; 3) majority of the elementary school principals were moderate to high acceptors of change and high to very high promoters of teamwork within the school in order to establish a healthful organizational climate; 4) in the correlation analysis between organizational climate of the school and level of burnout, it was found that four (4) indicators of organizational climate were positively and highly related with respect to lack of personal accomplishments; and, 5) no correlation analysis was done between level of burnout and conflict handling mode because almost all elementary school principals subscribed to collaborating as their style in solving conflicts. Only slight variations were observed.

The previous study was similar to the present study because the core topic of both studies was on conflict management and the involvement of elementary school principals as respondents. The two studies differed on the following: 1) the previous study had included burnout and organizational climate as indicators while the present study had included personality traits as an indicator; and, 2) the research environment, the previous study was conducted in Leyte Division while the present study was conducted in Samar Division.

Catan (2000) in her study entitled "Internal Efficiency of the Public Elementary School System in Leyte Division: A Systems Analysis" had concluded that the public elementary schools in the Division of Leyte is highest in the social subsystem, second in cultural subsystem and a low third in the economic subsystem. All areas reached barely the satisfactory level. Even Area IV which was identified to be a high self-rater failed to reach the average level. The school heads and teachers claim to have anticipated the future, especially in the construction of school buildings and other structures. But then, priority in providing classrooms should be given to the depressed, disadvantaged and underdeveloped schools.

The previous study was similar to the present study for the reason that both studies had involved the elementary school heads and teachers as respondents. They differed on the following: 1) the focus of the previous study was on the public elementary school system while the present study was on personality traits and conflict management styles; and, 2) the previous study was conducted in Leyte Division while the present study was conducted in Samar Division.

Tiu (2010) in his study conducted entitled "Organizational Culture, Job Stress and Performance of Teachers at the Science-and-Technology-Oriented (ESEP) High School of Eastern Visayas" had concluded that: 1) the respondents rated themselves to have a strong WE-centric level on the Cultures of Inclusion,



Striving, Sharing, Developing and Reinvention. The over-all organizational culture is also rated by the respondents as strongly WE-centric. There was a highly significant difference in the level of organizational culture between or among the groups of head teachers, teachers, and students; 2) teachers' self-rating on job stress was moderate, and, 3) the teaching performance came to be very satisfactory. There was a highly significant difference in level of teaching performance between or among the three groups, head teachers, teachers, and students.

Tiu's study was similar with the present study in terms of the involvement of head teachers and teachers as respondents. The previous study differed with the present study on the following aspects: 1) the focus of the previous study was on organizational culture, job stress and teachers' performance while the present study was on personality traits and conflict management styles; 2) the previous study was conducted in the secondary level while the present study was for the elementary level; and, 3) the previous study was conducted region-wide while the present study was conducted division-wide.

After an exhaustive review and analysis of the aforecited literature and studies, it may be pointed out by way of summary that all of them, in one way or another are similar and provided insights to the present study.

## Chapter 3

### METHODOLOGY

This chapter presents the research process that was employed in this study. The discussion includes the description of the research design, research locale, instrumentation, validation of instruments, sampling procedure, data gathering procedure and statistical treatment of data.

#### Research Design

This study employed the descriptive-correlational research design that used a survey questionnaire as the principal instrument to gather the needed data to answer the specific questions. First, the data on the profile of the school head was elicited which included the age, sex, civil status, birth order, educational background, teaching experience, administrative experience, number of personnel supervised, performance ratings, in-service trainings attended, average monthly income, and attitude towards work. Second, the 16PF Personality Test was administered by the Guidance Counselor of Samar State University, Catbalogan, Samar. Third, the conflict management styles of school heads were ascertained in terms of the following: compromising, denying, integrating, forcing and suppressing. And, fourth the five areas of educational administration was taken in terms of: executive position, process management,

public concern, career, and discipline. Moreover, this study determined the significant differences among the two groups of respondents on the personality traits and conflict management styles of elementary school heads. It also determined the significant relationships between the personality traits and conflict management styles of elementary school heads. The findings and results of the assessments and analysis was utilized as the bases in evolving a personality development training model for elementary school heads.

The main instrument that was used in the data collection was the questionnaires and two kinds of analyses were undertaken, namely: 1) comparison of the perceptions of the two groups of respondents on personality traits and conflict management styles; 2) the correlation between the profile of elementary school heads and their personality traits; 3) the correlation between the profile and conflict management styles; 4) the correlation between the conflict management styles and personality traits, and 5) the correlation between the profile of the respondents and the five areas of concern of educational administration. Descriptive statistical tools were used in the analysis of data such as the mean and standard deviation. Moreover, the t test for independent samples and the Pearson r Correlation was used for purposes of making inferences and/or to evaluate the significance of the observed differences among the groups of data utilizing .05 level of significance.



### **Instrumentation**

The instruments that were utilized in the data collection were the 16 Factors of Personality Traits Standardized Test and the survey questionnaire adopted from the study of Baliton (2002). The researcher had sought the permission and approval of Dr. Fructuoso C. Baliton, the author of the survey questionnaire on conflict management styles. Dr. Baliton suggested to incorporate the five areas of concern of educational administration, as parameters of the study, namely: as an executive position, as a process management, as a public concern, as a career, and as a discipline in situations presented for the conflict management styles which were compromising, denying, integrating, forcing, and suppressing. The Personality Traits Standardized Test was given to the elementary school heads of the central schools in the Division of Samar and administered by a Psychometrician and Guidance Counselor of Samar State University, Catbalogan, Samar and the survey questionnaire was given to the two groups of respondents, the elementary school heads themselves and the teachers of the elementary schools of the Division of Samar. The survey questionnaire was augmented by documentary analysis and unstructured interviews and observation.

**16 Factors of Personality Traits Standardized Test.** The 16 Factors of Personality Traits Standardized Test was a profile sheet consisted of the following primary factors: 1) warmth; 2) reasoning; 3) emotional stability; 4)

dominance; 5) liveliness; 6) rule-consciousness; 7) social boldness; 8) sensitivity; 9) vigilance; 10) abstractedness; 11) privateness; 12) apprehension; 13) openness to change; 14) self-reliance; 15) perfectionism; and, 16) tension. On the other hand, the global factors consist of the following factors: 1) extraversion; 2) anxiety; 3) tough-mindedness; 4) independence; and, 5) self-control.

This test was given by the Psychometrician and Guidance Counselor of Samar State University, Catbalogan, Samar. These two experts were responsible in giving the interpretation of the results of said test.

**Questionnaire.** The questionnaire that was administered to the respondents was divided into three parts, that is, Parts I-III.

Part I dealt with the personal profile of the elementary school heads such as age, sex, civil status, birth order, educational background, teaching experience, administrative experience, performance ratings, in-service trainings attended (national, regional, district and division levels), average monthly income, and attitude towards work. Part II gathered information on the profile of the elementary school heads in terms of the following five areas of concern of educational administration: as an executive position, as a process management, as a public concern, as a career, and as a discipline. The five situations were on the following conflict management styles: compromising, denying, integrating, forcing, and suppressing. And, Part III of the questionnaire was determined by

requesting the respondent-school heads and teachers to indicate the extent felt by them in resolving the possible problems encountered by the school heads.

### **Validation of the Instrument**

The researcher had utilized the standardized Personality Traits test filed in the Office of the Guidance Counselor, hence, there was no need in validating the said instrument.

The questionnaire was adapted from Dr. Baliton. With his due permission to use the instrument, the researcher reproduced it for dry-run.

Then, the researcher had sought permission and approval from the Schools Division Superintendent of Leyte Division to conduct the dry run of the questionnaires at the Capoocan I Central School, Capoocan, Leyte with the teachers as respondents and Area II, Leyte Division for the elementary school principals as respondents and were present in the said school during the visit of the researcher.

In order to come up with a valid and reliable questionnaire, expert validation and a dry run were conducted. A number of research professors who are experts in instrument validation including the members of the panel and the adviser were consulted regarding the formulated questionnaire. Corrections, suggestions and modifications given by them were applied and integrated in the questionnaire. The revised drafts were subjected to a dry run at Capoocan I



District, Capoocan, Leyte, the test - retest method was applied. Hence, the dry run was conducted twice to the same respondents in an interval of one day. The test was done the morning session of January 3, 2011 and the re-test was conducted in the morning session of January 4, 2011. Results of the two dry runs were tallied, organized and analyzed to ascertain that the questionnaires were able to gather other data and information needed in this study. The Spearman rank correlation coefficient or Spearman rho was computed to find out the relationship between the responses indicated by the two groups of respondents during the first and second try-out. The computed Spearman rho which is shown in (Appendix ) was 0.90 or 90 percent for the school heads and the degree of reliability was high and 0.86 or 86 percent for the teachers and the degree of reliability was fairly high and adequate for individual measurement.

### **Sampling Procedure**

The respondents of the study were the principals and teachers of the central elementary schools of the Division of Samar. In selecting the respondent principals, total enumeration was done. This means that all the principals of the central elementary schools in the Division of Samar were identified and considered respondents of the study. The principals were tested on the 16 Factors of Personality Traits Standardized Test by the Psychometrician and Guidance Counselor of Samar State University, Catbalogan, Samar. Then, the

principals and teachers were made to answer Part I of the survey questionnaire. The principals and teachers also were made to respond to Part II and Part III of the survey questionnaire. This was done by the researcher to obtain a more reliable information particularly on the personality traits and conflict management styles of the principals as perceived by themselves and by the teachers.

On the other hand, the stratified random sampling was employed for the teachers' category of respondents. In determining the teacher-respondents in all the central elementary schools in the Division of Samar, the researcher had computed the sample size with the use of Sloven's formula (Downie and Health, 1974:112).

Furthermore, the distribution of sample size was proportional to the total number of teachers in each school. This means that the number of teachers in each school was proportional to its representation in the population. The bigger the population, the more sample teachers were drawn, the less population, the less sample teachers. The teachers were made to answer Part I, II and III of the survey questionnaire.

As a whole, there were 36 elementary school heads and 273 elementary school teachers who were identified as respondents of the study with a total of 339 (Please see Table 1).

Table 1

## Respondents of the Study

Schools	Principal/Head Teachers		Teachers	
	N	n	N	N
1. Almagro Central	1	1	13	4
2. Gandara I Central	1	1	20	6
3. Gandara II Central	1	1	21	7
4. Pagsanghan Central	1	1	22	7
5. Sta Margarita I Central	1	1	31	10
6. Sta Margarita II Central	1	1	20	6
7. Sto Niño Central	1	1	16	5
8. Tagapul-an Central	1	1	11	3
9. Tarangnan Central	1	1	26	8
10. Basey I Central	1	1	30	10
11. Basey II Central	1	1	14	4
12. Catbalogan I Central	1	1	71	23
13. Catbalogan II	1	1	40	13
14. Catbalogan III Central	1	1	56	18
15. Catbalogan IV Central	1	1	29	9
16. Catbalogan V Central	1	1	46	15
17. Daram I Central	1	1	25	8
18. Daram II Central	1	1	12	4
19. Hinabangan Central	1	1	28	9
20. Jiabong Central	1	1	23	7
21. Marabut Central	1	1	13	4
22. Motiong Central	1	1	21	7
23. San Sebastian Central	1	1	16	5
24. Sta Rita I Central	1	1	20	6
25. Sta. Rita II Central	1	1	7	2
26. Villareal I Central	1	1	21	7
27. Villareal II Central	1	1	27	9
28. Calbiga	1	1	39	12
29. Wright I Central	1	1	19	6
30. Wright II Central	1	1	17	5
31. Zumarraga Central	1	1	24	8
32. San Jorge Central	1	1	21	8
33. Pinabacdao Central	1	1	11	3
<b>Total</b>	<b>33</b>	<b>33</b>	<b>858</b>	<b>273</b>

Legend: N = Total Number of Population n = Sample Size



### **Data Gathering Procedure**

At the start of the data gathering, the researcher asked permission from the Schools Division Superintendents of the Division of Samar to conduct the study and distribute the questionnaires to the school heads and teachers.

The researcher administered the survey questionnaire to the identified respondents personally in order for her to undertake observation and unstructured interviews if necessary, as well as ensure a 100 percent and speedy retrieval of the questionnaires. The data collection was done in the first week of January 2011 up to the last week of February 2011.

The researcher also had undertaken unstructured interview to clarify vague answers and to supply data gaps that were observed relative to the gathering of information with the use of the questionnaire.

### **Statistical Treatment of Data**

The data that was gathered through the different instruments were tallied, organized and presented in tabular form.

Pearson Product-Moment Correlation Coefficient. This statistical tool was applied in determining the reliability of the instrument on conflict management styles through the test-retest technique (Graham, 1993:190).

In evaluating the computed  $r$ , the Table of Reliability Coefficient suggested by Ebel (1965:242) was used.

### Interpretation Guide of the Computed Reliability Coefficient

Reliability Coefficient	Degree of Reliability
=====	
0.95 - 0.99	Very High
0.90 - 0.94	High
0.80 - 0.89	Fairly High, adequate for individual measurements
0.70 - 0.79	Rather low, adequate for group measurements
Below 0.70	Low, entirely inadequate for Individual measurements Although useful for group average & school surveys
=====	

Frequency count and percentages were used to describe the profile of the school heads-respondents.

Weighted means were used for determining the conflict management styles of elementary school heads using the formula given by Walpole (1982:47).

In interpreting the weighted means computed, the following guide was used.

<u>Scale</u>	<u>Interval</u>	<u>Interpretation</u>
5	4.51-5.00	Fully Granted (FG)/Very High (VH)
4	3.51-4.50	Highly Granted (HG)/High (H)
3	2.51-3.50	Moderately Granted (MG)/Uncertain (U)
2	1.51-2.50	Slightly Granted (SG)/Low (L)
1	1.00-1.50	Not Granted (NG)/Very Low (VL)

For purposes of determining significant difference among the perceptions of the school heads and teachers, the Analysis of Variance (ANOVA) for One-Way Classification was applied.

Pearson Product Moment Correlation Coefficient was used to test on the relationship between the personal profile of school heads and their personality traits and conflict management styles.

The .05 level of significance was used in all cases of hypotheses testing.

Part II of the questionnaire was determined by requesting the school heads to indicate the action they would take if confronted with the situations. Each of the responses were systematically arranged to correspond with the five conflict management styles which were compromising, denying, integrating, forcing and suppressing. This process had given an assurance that a pattern of responding was not developed by the respondents.

In interpreting the respondents' responses, the codes (Baliton, 2002) below were utilized:



- |       |                 |                 |
|-------|-----------------|-----------------|
| I -   | a. Denying      | d. Suppressing  |
|       | b. Compromising | e. Integrating  |
|       | c. Forcing      |                 |
| II -  | a. Compromising | d. Integrating  |
|       | b. Forcing      | e. Denying      |
|       | c. Suppressing  |                 |
| III - | a. Forcing      | d. Denying      |
|       | b. Suppressing  | e. Compromising |
|       | c. Integrating  |                 |
| IV -  | a. Suppressing  | d. Compromising |
|       | b. Integrating  | e. Forcing      |
|       | c. Denying      |                 |
| V -   | a. Integrating  | d. Forcing      |
|       | b. Denying      | e. Suppressing  |
|       | c. Compromising |                 |

Coding was done to facilitate the analysis of the data. The conflict management style having the highest number of responses on a particular situation were considered the style that was used by the respondents in the management of conflict.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation. It includes the profile of the elementary school heads, the personality traits of the elementary school heads, the conflict management styles of the elementary school heads, the relationship between the personality traits of the elementary school heads and their profile, between the personality traits and conflict management styles, between the personality traits of the elementary school heads and the conflict management styles of the elementary school heads and their profile, and the extent that the elementary school heads felt on the problems that they encounter in conflict management.

#### Profile of the Elementary School Heads

Table 2 – 12 present the profile of the elementary school heads in terms of age and sex, civil status, birth order, educational background, teaching experience, administrative experience, number of personnel supervised, performance rating, in-service trainings, average monthly income, and, attitude towards work.

Age and Sex. Table 2 presents the profile of the elementary school heads with respect to their age and sex.

**Table 2**  
**Age and Sex Distribution of School Heads**

Age Bracket	Sex		f	%
	Male	Female		
61 – 65	1	6	7	21.21
56 – 60	1	4	5	15.15
51 – 55	1	4	5	15.15
46 – 50	2	4	6	18.18
41 – 45	2	3	5	15.15
36 – 40	2	2	4	12.12
31 – 35	1	0	1	3.04
<b>Total</b>	<b>10</b>	<b>23</b>	<b>33</b>	<b>100.00</b>
<b>%</b>	<b>30.30</b>	<b>69.70</b>	<b>100.00</b>	
<b>Mean</b>	<b>50.97 years old</b>			
<b>SD</b>	<b>9.07 years old</b>			

As presented, majority of them fell within the age bracket 61-65 years accounting for seven or 21.21 percent. Six or 18.18 percent fell within the age bracket 46-50, five or 15.15 percent fell within the age brackets 56-60, 51-55, and 41-45 while four or 12.12 percent fell within the bracket 36-40 and one or 3.04 percent fell within the age bracket 31-35. Taken as a whole, the mean age of the elementary school heads was calculated at 50.97 years with a standard deviation of 9.07 years. This meant that elementary school heads were in their early 50's and considered prime of their age.



The data showed that the elementary school heads were at their 50's relatively at the prime of their age, the age where more challenges and opportunities must be achieved.

Further, majority of them were female accounting for 23 or 69.70 percent, while the males composed the minority comprising 10 or 32.30 percent of the total population involved in this study which was 33.

The data revealed female dominance among elementary school heads. This is expected for the reason that the teaching profession was considered as a "woman's world".

**Civil status.** Table 3 reveals the profile of the elementary school heads in terms of civil status.

**Table 3**

**Civil Status of School Heads**

<b>Civil Status</b>	<b>f</b>	<b>%</b>
Single	5	15.15
Married	25	75.76
Widowed	3	9.09
<b>Total</b>	<b>33</b>	<b>100.00</b>

As revealed in the table above, of the 33 respondents, 25 or 75.76 percent were married, five or 15.15 percent were single, and three or 9.09 percent were widowed.

The data denoted that majority of the elementary school heads had families to raise and manage. This meant that elementary school heads had experienced family and home management.

**Birth order.** Table 4 shows the birth order of the respondents.

As depicted in the table above, of the 33 elementary school heads, there 12 or 36.36 percent were the third child of the family, followed by second child with 11 or 33.33 percent, first child with five or 15.15 percent, fourth child with three or 9.10 percent, and fifth and sixth child with one or 3.03 percent.

**Table 4**

**Birth Order of School Heads**

Birth Order	f	%
6 <sup>th</sup>	1	3.03
5 <sup>th</sup>	1	3.03
4 <sup>th</sup>	3	9.10
3 <sup>rd</sup>	12	36.36
2 <sup>nd</sup>	11	33.33
1 <sup>st</sup>	5	15.15
<b>Total</b>	<b>33</b>	<b>100.00</b>

This meant that majority of the elementary school heads were the third (3<sup>rd</sup>) child of the family.

**Educational background.** Table 5 depicts the educational background of the elementary school heads.

As shown in the table above, there were 14 school heads or 42.42 percent had Master of Arts/Master of Science units, nine or 27.27 percent finished the Master of Arts/Master of Science degree, five or 15.15 percent finished Doctor of Philosophy/Doctor of Education degree, three or 9.10 percent had Doctoral units, and two or 6.06 percent finished Baccalaureate degree.

**Table 5**

**Educational Background of School Heads**

<b>Educational Level</b>	<b>f</b>	<b>%</b>
Ph. D./Ed. D.	5	15.15
With Doctoral Units	3	9.10
MA/MS	9	27.27
With MA/MS Units	14	42.42
Baccalaureate	2	6.06
<b>Total</b>	<b>33</b>	<b>100.00</b>

**Teaching experience.** Table 6 depicts the teaching experience of the elementary school heads. As noted in the said table, there were seven school heads who were in the bracket 16-20 years teaching experience, six or 18.18 percent who were in the bracket 11-15 years, five or 15.15 percent who were in



the brackets 26-30 years and 21-25 years, three or 9.10 percent who were in the bracket 36-40 years, two or 6.06 percent who were in the brackets 41-45 years, 31-35 years, and 6-10 years, and one or 3.03 percent who were in the bracket 1-5 years. The mean average of the years of teaching experience was pegged at 23.21 years with a standard deviation of 10.58 years. It can be implied that the elementary school heads were already ripe in their teaching experience prior to their promotion to school heads.

Table 6

## Teaching Experience of School Heads

Years of Service	f	%
41 - 45	2	6.06
36 - 40	3	9.10
31 - 35	2	6.06
26 - 30	5	15.15
21 - 25	5	15.15
16 - 20	7	21.21
11 - 15	6	18.18
6 - 10	2	6.06
1 - 5	1	3.03
<b>Total</b>	<b>33</b>	<b>100.00</b>
<b>Mean</b>	<b>23.21 years</b>	
<b>S. D.</b>	<b>10.58 years</b>	

**Administrative experience.** Table 7 denotes the number of years of administrative experience of the elementary school heads.

As shown in the table below, 15 elementary school heads or 45.46 percent had an administrative experience in the bracket 4-6 years, nine or 27.27 percent were in the bracket 1-3 years, three or 9.09 percent were in the bracket 7-9 years, and another three or 9.09 percent were in the bracket 13-15 years. The remaining three elementary school heads were equally distributed to the other year of service brackets, that is, one each or 3.03 percent each fell at the service brackets of 19-21, 16-18 and 10-12 years.

Table 7

## Administrative Experience of School Heads

Years of Service	f	%
19 - 21	1	3.03
16 - 18	1	3.03
13 - 15	3	9.09
10 - 12	1	3.03
7 - 9	3	9.09
4 - 6	15	45.46
1 - 3	9	27.27
<b>Total</b>	<b>33</b>	<b>100.00</b>
<b>Mean</b>	<b>6.27 years</b>	
<b>S. D.</b>	<b>4.69 years</b>	

The mean average of the number of years in terms of administrative experience was calculated at 6.27 years with a standard deviation of 4.69 years.

This data revealed that the elementary school heads had experienced a few years in the administrative position.

**Number of personnel supervised.** Table 8 presents the number of personnel supervised by the elementary school heads.

The table denotes that there were 21 elementary school heads supervised between the bracket 6-15 personnel or 63.64 percent, five or 15.15 percent

**Table 8**

**Number of Personnel Supervised by School Heads**

<b>Personnel</b>	<b>f</b>	<b>%</b>
66 - 75	1	3.03
56 - 65	0	0.00
46 - 55	1	3.03
36 - 45	1	3.03
26 - 35	5	15.15
16 - 25	4	12.12
6 - 15	21	63.64
<b>Total</b>	<b>33</b>	<b>100.00</b>
<b>Mean</b>	<b>18 teachers</b>	
<b>S. D.</b>	<b>14 teachers</b>	

between the bracket 26-35 personnel supervised, four or 12.12 percent between the bracket 16-25 personnel supervised, and one or 3.03 percent between the brackets 66-75, 46-55, and 36-45 personnel supervised. The mean average of the



number of personnel supervised was 18 teachers with a standard deviation of 14 teachers. This meant that the elementary school heads had an ideal number of personnel supervised.

**Performance rating.** Table 9 depicts the performance ratings of the elementary school heads.

As can be seen in the table above, there were 25 elementary school heads or 75.76 percent were rated "Very Satisfactory", seven or 21.21 percent were rated "Outstanding", and one or 3.03 percent was rated "Satisfactory". This showed that majority of the elementary school heads were working very well in their respective schools.

**Table 9**

**Performance Rating of School Heads**

<b>Adjectival Rating</b>	<b>f</b>	<b>%</b>
Outstanding	7	21.21
Very Satisfactory	25	75.76
Satisfactory	1	3.03
<b>Total</b>	<b>33</b>	<b>100.00</b>

**In-service trainings.** The number of in-service trainings attended by the elementary school heads is reflected in Table 10.

**Table 10**  
**In-Service Trainings Attended by School Heads**

No. of Trainings	National		Regional		Division		District		School	
	f	%	f	%	f	%	f	%6.06	f	%
19 - 21	0	0.00	0	0.00	0	0.00	0	0.00	7	21.21
16 - 18	0	0.00	0	0.00	0	0.00	0	0.00	1	3.03
13 - 15	0	0.00	3	9.09	9	27.30	22	66.67	18	54.55
10 - 12	0	0.00	4	12.12	5	15.20	4	12.12	3	9.03
7 - 9	0	0.00	3	9.09	8	24.20	1	3.03	0	0.00
4 - 6	6	18.18	3	9.09	4	12.10	3	9.09	2	6.06
1 - 3	27	81.82	20	60.61	7	21.20	3	9.09	2	6.06
<b>Total</b>	<b>33</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>	<b>33</b>	<b>100.00</b>
<b>Mean</b>	<b>3 trainings</b>		<b>5 trainings</b>		<b>8 trainings</b>		<b>12 trainings</b>		<b>13 trainings</b>	
<b>S. D.</b>	<b>1 training</b>		<b>4 trainings</b>		<b>4 trainings</b>		<b>4 trainings</b>		<b>4 trainings</b>	

As noted in the table below, 27 or 81.82 percent of the elementary school heads attended 1-3 national trainings, while six or 18.18 percent attended 4-6 trainings.

In the regional level, 20 or 60.61 percent attended 1-3 trainings, four or 12.12 percent attended 10-12 trainings, and three each or 9.09 percent each attended 13-15, 7-9 and 4-6 trainings.

In the division level, nine or 27.30 percent had attended 13-15 trainings while eight or 24.20 percent attended 7-9 trainings; seven or 21.20 percent attended 1-3 trainings; five or 15.20 percent attended 10-12 trainings and four or 12.10 percent attended 4-6 trainings.

In the district level, 22 or 67.67 percent attended 13-15 trainings, four or 12.12 percent attended 10-12 trainings; three each or 9.09 percent each attended 4-6 and 1-3 trainings, and only one or 3.03 percent attended 7-9 trainings.

And, in the school level, 18 or 54.55 percent attended 13-15 school trainings, seven or 21.21 percent attended 19-21 trainings; three or 9.09 percent attended 10-12 trainings; two each or 6.06 percent each attended 4-6 and 1-3 trainings, and only one or 3.03 percent attended 16-18 trainings.

The mean average of the number of trainings attended by the elementary school heads were three for the national level, five for the regional level, eight for the division level, 12 for the district level, and 13 for the school level with a standard deviations of 1, 4, 4, 4, and 4 trainings, respectively. This denoted that the elementary school heads were growing professionally by attending the in-service trainings of all levels.

**Average monthly income.** Table 11 presents the average monthly income of the elementary school heads.

As can be gleaned from the table above, there were 19 elementary school heads or 57.58 percent whose average monthly income ranges between 28,208-29,575, nine or 27.27 percent belong to the income bracket of 26,840-28,207; two or 6.06 percent in the bracket 29,576-30,943; and one each or 3.03 percent each fell at the income brackets of 30,944-32,311, 22,736-24,103, and 20,000-21,367. This information revealed that the average monthly income of all the elementary school heads were above the per capita poverty threshold of Php7,155 as of



2009 ([www.nscb.gov.ph/poverty/defaultnew.asp](http://www.nscb.gov.ph/poverty/defaultnew.asp), 2009). This is probably due to the yearly increase given by the government and they can already provide their families the basic necessities for a decent living.

**Table 11**

**Average Monthly Income of School Heads**

<b>Income Bracket</b>	<b>f</b>	<b>%</b>
39,944 – 32,311	1	3.03
29,576 – 30,943	2	6.06
28,208 – 29,575	19	57.58
26,840 – 28,207	9	27.27
25,472 – 26,839	0	0.00
24,104 – 25,471	0	0.00
22,736 – 24,103	1	3.03
21,368 – 22,735	0	0.00
20,000 – 21,367	1	3.03
<b>Total</b>	<b>33</b>	<b>100.00</b>
<b>Mean</b>	<b>Php 28,269.68</b>	
<b>S. D.</b>	<b>Php 1,876.05</b>	

**Attitude towards work.** Presented in Table 12 is the attitude of the elementary school heads towards work.

With reference to the attitude of the elementary school heads towards work as shown in the table above, it was found out that the highest attitude statement was “I enjoy doing my work”, followed by the statement “I like

**Table 12**  
**Attitude of School Heads Towards Work**

Attitude Statements	Weighted Mean	Interpretation
1. I enjoy doing my work	4.88	SA
2. I anticipate each working day with excitement and enthusiasm	4.76	SA
3. I like managing teachers; I do not have any dull moments with them	4.58	SA
4. I enjoy doing the routine activities of an administrator	4.64	SA
5. I prefer to stay in the DepEd even if there is an opportunity for me to work abroad	4.73	SA
6. I do not mind difficulties related to my work and I am challenged to manage scarce resources	4.64	SA
7. I do not want to be absent from my work, as much as possible	4.76	SA
8. I do my best to improve my educational unit	4.77	SA
9. I like dealing with my teachers and giving advice to their concerns	4.82	SA
10. I find no problem with my higher superiors and with my peer	4.42	A
<b>Grand Weighted Mean</b>	<b>4.70</b>	<b>SA</b>

<b>Legend:</b>	4.51 – 5.00	Strongly Agree	(SA)
	3.51 – 4.50	Agree	(A)
	2.51 – 3.50	Neutral	(N)
	1.51 – 2.50	Disagree	(D)
	1.00 – 1.50	Strongly Disagree	(SD)

dealing with my teachers and giving advice to their concerns” with weighted means of 4.88 and 4.82 respectively. These two statements were interpreted as “strongly agree”. On the other hand, the lowest attitude statement was “I find no problem with my higher superiors and with my peers”, followed by “I like managing teachers, I do not have any dull moments with them” with weighted

means of 4.42 and 4.58 respectively. The first statement was interpreted as “agree” while the second statement was interpreted as “strongly agree”. This implied that the elementary school heads were very favorable with their work as administrators in their assigned schools.

### **Personality of the Public Elementary School Heads**

This study looked into the personality of the public elementary school heads based on the 16-Personality Factors along primary factors and global factors which was conducted by the Guidance Counselor of the Samar State University among the 33 elementary school heads. Tables 13 to 14 reveal the information.

**Primary factors.** Table 13 portrays the result of the 16-personality factor test conducted among elementary school heads. The 16-personality factors include: 1) warmth; 2) reasoning; 3) emotional stability; 4) dominance; 5) liveliness; 6) rule-consciousness; 7) social boldness; 8) sensitivity; 9) vigilance; 10) abstractedness; 11) privateness; 12) apprehension; 13) openness to change; 14) self-reliance; 15) perfectionism; and 16) tension.

As gleaned from Table 13, along warmth, 23 or 69.70 percent were average while nine or 27.27 percent were low and only one or 3.03 percent was high.

Along reasoning, 25 or 75.76 percent were low and eight or 24.24 percent were average. Along emotional stability, 29 or 87.88 percent were average while



Table 13

**Personality of the Public Elementary School Heads Based on the  
16-Personality Factor Test along  
Primary Factors**

Factor	Low		Average		High		Total	
	f	%	f	%	f	%	f	%
Warmth	9	27.27	23	69.70	1	3.03	33	100.00
Reasoning	25	75.76	8	24.24	0	0.00	33	100.00
Emotional Stability	1	3.03	29	87.88	3	9.09	33	100.00
Dominance	3	9.09	29	87.88	1	3.03	33	100.00
Liveliness	4	12.12	26	78.79	3	9.09	33	100.00
Rule-Consciousness	3	9.09	30	90.91	0	0.00	33	100.00
Social Boldness	1	3.03	32	96.97	0	0.00	33	100.00
Sensitivity	10	30.30	22	66.67	1	3.03	33	100.00
Vigilance	0	0.00	30	90.91	3	9.09	33	100.00
Abstractedness	1	3.03	32	96.97	0	0.00	33	100.00
Privateness	0	0.00	32	96.97	1	3.03	33	100.00
Apprehension	0	0.00	32	96.97	1	3.03	33	100.00
Openness to Change	6	18.18	26	78.79	1	3.03	33	100.00
Self-Reliance	6	18.18	27	81.82	0	0.00	33	100.00
Perfectionism	4	12.12	23	69.70	6	18.18	33	100.00
Tension	16	48.48	17	51.52	0	0.00	33	100.00

**Interpretation:**

<u>Factor</u>	<u>Low</u>	<u>High</u>
Warmth	Reserved, Impersonal, Distant	Warm. Outgoing, Attentive to Others
Reasoning	Concrete	Abstract
Emotional Stability	Reactive, Emotionally Changeable	Emotionally Stable, Adaptive, Mature
Dominance	Deferential, Cooperative, Avoids Conflict	Dominant, Forceful, Assertive
Liveliness	Serious, Restrained, Careful	Lively, Animated Spontaneous
Rule-Consciousness	Expedient, Nonconforming	Rule-Conscious, Doubtful
Social Boldness	Shy, Threat-Sensitive, Timid	Socially Bold, Venturesome, Thick-Skinned
Sensitivity	Utilitarian, Objective, Unsentimental	Sensitive, Aesthetic, Sentimental
Vigilance	Trusting, Unsuspecting, Accepting	Vigilant, suspicious, Skeptical, Wary
Abstractedness	Grounded, Practical, Solution-Oriented	Abstracted, Imaginative, Idea-Oriented
Privateness	Forthright, Genuine, Artless	Private, Discreet, Non-Disclosing
Apprehension	Self-Assured, Unworried, Complacent	Apprehensive, Self-Doubting, Worried
Openness to Change	Traditional, Attached to Familiar	Open to Change, Experimenting
Self-Reliance	Group-Oriented, Affiliative	Self-Reliant, Solitary, Individualistic
Perfectionism	Tolerates Disorder, Unextracting	Perfectionistic, Organized, Self-Disciplined
Tension	Relaxed, Placid, Patient	Tense, High Energy, Impatient, Driven

three or 9.09 percent were high and only one or 3.03 percent was low. Along dominance, 29 or 87.88 percent were on the average while three or 9.09 percent were low and only one or 3.03 percent was high. Along liveliness, 26 or 78.79 percent were on the average while four or 12.12 percent were low and three or 9.09 percent were high. Along rule-consciousness, 30 or 90.91 percent were on the average and three or 9.09 percent were low. Along social boldness, 32 or 96.97 percent were on the average and only one or 3.03 percent was low. Along sensitivity, 22 or 66.67 percent were on the average while 10 or 30.30 percent were low and only one or 3.03 percent was high.

Along vigilance, 30 or 90.91 percent were on the average and three or 9.03 percent were high. Along abstractedness, 32 or 96.97 percent were on the average and only one or 3.03 percent was low. Along privateness, 32 or 96.97 percent were on the average and only one or 3.03 percent was high. Along apprehension, again, 32 or 96.97 percent were on the average and only one or 3.03 percent was high. Along openness to change, 26 or 78.79 percent were on the average while six or 18.18 percent were low and only one or 3.03 percent was high. Along self-reliance, 27 or 81.82 percent were on the average and six or 18.18 percent were low. Along perfectionism, 23 or 69.70 percent were on the average while six or 18.18 percent were high and four or 12.12 percent were low. And along tension, 17 or 51.52 percent were on the average and 16 or 48.48 percent were low.

In summary, the 33 public elementary school heads of the Division of Samar, manifested average personality along the 16 personality factors, namely: warmth; reasoning; emotional stability; dominance; liveliness; rule-consciousness; social boldness; sensitivity; vigilance; abstractedness; privateness; apprehension; openness to change; self-reliance; perfectionism; and tension.

**Global factors.** Table 14 presents the personality of the public elementary school heads based on the result of the 16-personality factor test. The following factors were involved in this area, namely: extraversion; anxiety; tough-mindedness; independence and self-control.

From the table, it can be noted that along extraversion, 31 elementary school heads or 93.94 were on the average while only one or 3.03 percent was high and another one or 3.03 percent was low. Along anxiety, 28 or 84.85 percent were on the average while four or 12.12 percent were low and only one or 3.03 percent was high. Along tough-mindedness, 25 or 75.76 percent were on the average and eight or 24.24 percent was high. Along independence, 26 or 78.79 percent were on the average and six or 18.18 percent were low and only one or 3.03 percent was high. And along self-control, 32 or 96.97 percent were on the average and only one or 3.03 percent was high.



Table 14

**Personality of the Public Elementary School Heads Based on the  
16-Personality Factor Test along  
Global Factors**

Factor	Low		Average		High		Total	
	f	%	f	%	f	%	f	%
Extraversion	1	3.03	31	93.94	1	3.03	33	100.00
Anxiety	4	12.12	28	84.55	1	3.03	33	100.00
Tough-Mindedness	0	0.00	25	75.76	8	24.24	33	100.00
Independence	6	18.18	26	78.79	1	3.03	33	100.00
Self-Control	0	0.00	32	96.97	1	3.03	33	100.00

**Interpretation:**

<u>Factor</u>	<u>Low</u>	<u>High</u>
Extraversion	Introverted, Socially Inhibited	Extraverted, Socially Participating
Anxiety	Low Anxiety, Unperturbed	High Anxiety, Perturbable
Tough-Mindedness	Receptive, Open-Minded, Intuitive	Tough-Minded, Resolute, Unempathic
Independence	Accommodating, Agreeable, Selfless	Independent, Persuasive, Willful
Self-Control	Unrestrained, Follows Urges	Self-Controlled, Inhibits Urges

In summary, majority of the public elementary school heads manifest average global personality along extraversion; anxiety; tough-mindedness; independence and self-control factors.

**Relationship between the Personality Traits  
of the Public Elementary School Heads  
and Their Personal Profile**

This study advanced in looking into the relationship between the personality traits of the public elementary school heads based on the 16-

personality factor and their personal profile along age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work. Tables 15 - 35 contain the result of the correlation analysis.

**Warmth.** Table 15 reveals the relationship between the personality of the elementary school heads along warmth and their profile along age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along warmth and their age, the coefficient of correlation was pegged at  $-.025$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-.139$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their age.

In associating the personality of the elementary school heads along warmth and their sex, the coefficient of correlation was posted at  $-.375$  denoting a

Table 15

**Relationship Between the Personality of the Public Elementary  
School Heads along Warmth and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	-.025	-.139	Not Significant/ Accept Ho.
Sex	-.375	-2.252	Significant/ Reject Ho.
Civil Status	.459	2.877	Significant/ Reject Ho.
Birth Order	.199	1.131	Not Significant/ Accept Ho.
Educational Background	-.015	-0.084	Not Significant/ Accept Ho.
Teaching Experience	-.018	-0.100	Not Significant/ Accept Ho.
Administrative Experience	.028	0.156	Not Significant/ Accept Ho.
Personnel Supervised	-.254	-1.462	Not Significant/ Accept Ho.
Performance Rating	-.226	-1.292	Not Significant/ Accept Ho.
In-Service Trainings	-.145	-0.816	Not Significant/ Accept Ho.
Monthly Income	-.119	-0.667	Not Significant/ Accept Ho.
Attitude Towards Work	.063	0.351	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -2.252 which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Hence, the



corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along warmth was significantly influenced by their sex. The correlation being negative suggested that the female elementary school heads showed higher personality along warmth than their male counterparts. This can be attributed to the fact that the female tend to be more warmth in expressing their relationship with other people than the male ones.

In associating the personality of the elementary school heads along warmth and their civil status, the coefficient of correlation was .459 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 2.877 which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Thus, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along warmth was significantly influenced by their civil status. The correlation being positive suggested that the married elementary school heads showed higher personality along warmth than the single ones. This can be attributed to the fact that the married tend to be more cordial in expressing their relationship with other people.

In associating the personality of the elementary school heads along warmth and their birth order, the coefficient of correlation was pegged at .199 denoting a negligible positive correlation. Further test of the correlation,

applying the Fisher's t-test, it yielded a value of 1.131 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their birth order.

In associating the personality of the elementary school heads along warmth and their educational background, the coefficient of correlation was pegged at -.015 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.084 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their educational background.

In associating the personality of the elementary school heads along warmth and their teaching experience, the coefficient of correlation was pegged at -.018 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.100 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted.



This meant that the personality of the elementary school heads along warmth was not influenced by their teaching experience.

In associating the personality of the elementary school heads along warmth and their administrative experience, the coefficient of correlation was pegged at .028 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.156 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their administrative experience.

In associating the personality of the elementary school heads along warmth and their personnel supervised, the coefficient of correlation was pegged at -.254 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.452 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their personnel supervised.

In associating the personality of the elementary school heads along warmth and their performance rating, the coefficient of correlation was pegged



at  $-.226$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.292$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their performance rating.

In associating the personality of the elementary school heads along warmth and their in-service trainings, the coefficient of correlation was pegged at  $-.145$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.816$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along warmth and their monthly income, the coefficient of correlation was pegged at  $-.119$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.667$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not

significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their monthly income.

In associating the personality of the elementary school heads along warmth and their attitude towards work, the coefficient of correlation was pegged at .063 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.351 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along warmth was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, only sex and civil status significantly influenced to their personality traits along warmth while the other variates, namely: age; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work had nothing to do with it.

**Reasoning.** Table 16 reflects the relationship between the personality of the public elementary school heads along reasoning and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience;

administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

**Table 16**

**Relationship Between the Personality of the Public Elementary School Heads along Reasoning and Their Profile**

<b>Personal Characteristics</b>	<b>Coefficient of Correlation</b>	<b>Fisher's t-value</b>	<b>Evaluation/Decision</b>
Age	.186	1.054	Not Significant/ Accept Ho.
Sex	-.373	-2.238	Significant/ Reject Ho.
Civil Status	.058	0.323	Not Significant/ Accept Ho.
Birth Order	.025	0.139	Not Significant/ Accept Ho.
Educational Background	-.062	-0.346	Not Significant/ Accept Ho.
Teaching Experience	.141	0.793	Not Significant/ Accept Ho.
Administrative Experience	.089	0.498	Not Significant/ Accept Ho.
Personnel Supervised	-.088	-0.492	Not Significant/ Accept Ho.
Performance Rating	-.156	-0.879	Not Significant/ Accept Ho.
In-Service Trainings	-.236	-1.352	Not Significant/ Accept Ho.
Monthly Income	-.017	-0.095	Not Significant/ Accept Ho.
Attitude Towards Work	.147	0.827	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*



In associating the personality of the elementary school heads along reasoning and their age, the coefficient of correlation was pegged at .186 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.054 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their age.

In associating the personality of the elementary school heads along reasoning and their sex, the coefficient of correlation was posted at -.373 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -2.238 which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Hence, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along reasoning was significantly influenced by their sex. The correlation being negative suggested that the female elementary school heads showed higher personality along reasoning than their male counterparts. This can be attributed to the fact that the female tend to be more reasonable than the male ones.

In associating the personality of the elementary school heads along reasoning and their civil status, the coefficient of correlation was .058 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.323 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along reasoning and their birth order, the coefficient of correlation was pegged at .025 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.139 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their birth order.

In associating the personality of the elementary school heads along reasoning and their educational background, the coefficient of correlation was pegged at -.062 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.346 which turned



lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their educational background.

In associating the personality of the elementary school heads along reasoning and their teaching experience, the coefficient of correlation was pegged at .141 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.793 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their teaching experience.

In associating the personality of the elementary school heads along reasoning and their administrative experience, the coefficient of correlation was pegged at .089 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.498 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was



accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their administrative experience.

In associating the personality of the elementary school heads along reasoning and their personnel supervised, the coefficient of correlation was pegged at  $-.088$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.492$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their personnel supervised.

In associating the personality of the elementary school heads along reasoning and their performance rating, the coefficient of correlation was pegged at  $-.156$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.879$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their performance rating.

In associating the personality of the elementary school heads along reasoning and their in-service trainings, the coefficient of correlation was pegged

at  $-.236$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.352$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along reasoning and their monthly income, the coefficient of correlation was pegged at  $-.017$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.095$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their monthly income.

In associating the personality of the elementary school heads along reasoning and their attitude towards work, the coefficient of correlation was pegged at  $.147$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.827$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was



not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along reasoning was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, only sex significantly influenced to their personality traits along reasoning while the other variates, namely: age; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work had nothing to do with it.

**Emotional stability.** Table 17 depicts the relationship between the personality of the public elementary school heads along emotional stability and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along emotional stability and their age, the coefficient of correlation was pegged at .155 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.874 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was



accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their age.

**Table 17**

**Relationship Between the Personality of the Public Elementary School Heads along Emotional Stability and Their Profile**

<b>Personal Characteristics</b>	<b>Coefficient of Correlation</b>	<b>Fisher's t-value</b>	<b>Evaluation/Decision</b>
Age	.155	0.874	Not Significant/ Accept Ho.
Sex	-.068	-0.379	Not Significant/ Accept Ho.
Civil Status	.086	0.481	Not Significant/ Accept Ho.
Birth Order	-.106	-0.594	Not Significant/ Accept Ho.
Educational Background	-.275	-1.593	Not Significant/ Accept Ho.
Teaching Experience	-.081	-0.452	Not Significant/ Accept Ho.
Administrative Experience	.337	1.993	Significant/ Reject Ho.
Personnel Supervised	.081	0.452	Not Significant/ Accept Ho.
Performance Rating	-.120	-0.673	Not Significant/ Accept Ho.
In-Service Trainings	-.031	-0.173	Not Significant/ Accept Ho.
Monthly Income	-.182	-1.031	Not Significant/ Accept Ho.
Attitude Towards Work	-.077	-0.430	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

In associating the personality of the elementary school heads along emotional stability and their sex, the coefficient of correlation was posted at -.068

denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.379 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not significantly influenced by their sex.

In associating the personality of the elementary school heads along emotional stability and their civil status, the coefficient of correlation was .086 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.481 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along emotional stability and their birth order, the coefficient of correlation was pegged at -.106 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.594 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not



significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their birth order.

In associating the personality of the elementary school heads along emotional stability and their educational background, the coefficient of correlation was pegged at  $-.275$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.593$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their educational background.

In associating the personality of the elementary school heads along emotional stability and their teaching experience, the coefficient of correlation was pegged at  $-.081$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.452$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their teaching experience.



In associating the personality of the elementary school heads along emotional stability and their administrative experience, the coefficient of correlation was pegged at .337 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.993 which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along emotional stability was significantly influenced by their administrative experience. The correlation being positive suggested that the public elementary school heads with longer administrative experience tend to be emotionally stable than those with shorter administrative experience. This can be attributed to the fact that experienced elementary school heads cannot be shaken by pressures anymore. In every problem they encountered they find solutions to address it.

In associating the personality of the elementary school heads along emotional stability and their personnel supervised, the coefficient of correlation was pegged at .081 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.452 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their personnel supervised.

In associating the personality of the elementary school heads along emotional stability and their performance rating, the coefficient of correlation was pegged at  $-.120$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's  $t$ -test, it yielded a value of  $-0.673$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their performance rating.

In associating the personality of the elementary school heads along emotional stability and their in-service trainings, the coefficient of correlation was pegged at  $-.031$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's  $t$ -test, it yielded a value of  $-0.173$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their in-service trainings.



In associating the personality of the elementary school heads along emotional stability and their monthly income, the coefficient of correlation was pegged at  $-.182$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $1.031$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their monthly income.

In associating the personality of the elementary school heads along emotional stability and their attitude towards work, the coefficient of correlation was pegged at  $-.077$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.430$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along emotional stability was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, only administrative experience significantly influenced to their personality traits along reasoning while the other variates, namely: age; sex; civil status; birth



order; educational qualification; teaching experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work had nothing to do with it.

**Dominance.** Table 18 presents the relationship between the personality of the public elementary school heads along dominance and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along dominance and their age, the coefficient of correlation was pegged at .236 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.352 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their age.

In associating the personality of the elementary school heads along dominance their sex, the coefficient of correlation was posted at .314 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-

Table 18

**Relationship Between the Personality of the Public Elementary  
School Heads along Dominance and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.236	1.352	Not Significant/ Accept Ho.
Sex	.314	1.841	Not Significant/ Accept Ho.
Civil Status	.086	0.481	Not Significant/ Accept Ho.
Birth Order	-.021	-0.117	Not Significant/ Accept Ho.
Educational Background	.109	0.611	Not Significant/ Accept Ho.
Teaching Experience	.180	1.019	Not Significant/ Accept Ho.
Administrative Experience	.114	0.639	Not Significant/ Accept Ho.
Personnel Supervised	.167	0.943	Not Significant/ Accept Ho.
Performance Rating	.132	0.741	Not Significant/ Accept Ho.
In-Service Trainings	.322	1.894	Not Significant/ Accept Ho.
Monthly Income	-.156	-0.879	Not Significant/ Accept Ho.
Attitude Towards Work	-.204	-1.160	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

test, it yielded a value of 1.841 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the

personality of the elementary school heads along dominance was not significantly influenced by their sex.

In associating the personality of the elementary school heads along dominance and their civil status, the coefficient of correlation was .086 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.481 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along dominance and their birth order, the coefficient of correlation was pegged at -.021 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.117 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their birth order.

In associating the personality of the elementary school heads along dominance and their educational background, the coefficient of correlation was



pegged at .109 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.611 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their educational background.

In associating the personality of the elementary school heads along dominance and their teaching experience, the coefficient of correlation was pegged at .180 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.019 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their teaching experience.

In associating the personality of the elementary school heads along dominance and their administrative experience, the coefficient of correlation was pegged at .114 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.639 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was

not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along dominance and their personnel supervised, the coefficient of correlation was pegged at .167 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.943 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their personnel supervised.

In associating the personality of the elementary school heads along dominance and their performance rating, the coefficient of correlation was pegged at .132 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.741 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their performance rating.



In associating the personality of the elementary school heads along dominance and their in-service trainings, the coefficient of correlation was pegged at .322 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.894 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along dominance and their monthly income, the coefficient of correlation was pegged at -.156 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.879 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their monthly income.

In associating the personality of the elementary school heads along dominance and their attitude towards work, the coefficient of correlation was pegged at -.204 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.160 which turned



lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along dominance was not influenced by their attitude towards work.

In summary, none of the profile variates of the elementary school heads significantly influenced to their personality traits along dominance.

**Liveliness.** Table 19 reveals the relationship between the personality of the public elementary school heads along liveliness and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along liveliness and their age, the coefficient of correlation was pegged at  $-.411$  denoting a moderate negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-2.510$  which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along liveliness was influenced by their age. The correlation being negative suggested

that younger public elementary school heads manifest higher liveliness than the older ones. This could be attributed to the fact that younger ones enjoy more being with other people than the older ones.

**Table 19**

**Relationship Between the Personality of the Public Elementary School Heads along Liveliness and Their Profile**

<b>Personal Characteristics</b>	<b>Coefficient of Correlation</b>	<b>Fisher's t-value</b>	<b>Evaluation/Decision</b>
Age	-.411	-2.510	Significant/Reject Ho.
Sex	-.221	-1.262	Not Significant/ Accept Ho.
Civil Status	-.169	-0.955	Not Significant/ Accept Ho.
Birth Order	-.027	-0.150	Not Significant/ Accept Ho.
Educational Background	-.192	-1.089	Not Significant/ Accept Ho.
Teaching Experience	-.328	-1.933	Not Significant/ Accept Ho.
Administrative Experience	-.236	-1.352	Not Significant/ Accept Ho.
Personnel Supervised	-.346	-2.053	Significant/Reject Ho.
Performance Rating	-.202	-1.148	Not Significant/ Accept Ho.
In-Service Trainings	-.120	-0.673	Not Significant/ Accept Ho.
Monthly Income	-.032	-0.178	Not Significant/ Accept Ho.
Attitude Towards Work	.142	0.799	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

In associating the personality of the elementary school heads along liveliness their sex, the coefficient of correlation was posted at  $-.221$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.262$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not significantly influenced by their sex.

In associating the personality of the elementary school heads along liveliness and their civil status, the coefficient of correlation was  $-.169$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.955$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along liveliness and their birth order, the coefficient of correlation was pegged at  $-.027$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.150$  which turned lesser than



the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not influenced by their birth order.

In associating the personality of the elementary school heads along liveliness and their educational background, the coefficient of correlation was pegged at  $-.192$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.089$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not influenced by their educational background.

In associating the personality of the elementary school heads along liveliness and their teaching experience, the coefficient of correlation was pegged at  $-.328$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.933$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted.

This meant that the personality of the elementary school heads along liveliness was not influenced by their teaching experience.

In associating the personality of the elementary school heads along liveliness and their administrative experience, the coefficient of correlation was pegged at  $-.235$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.352$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along liveliness and their personnel supervised, the coefficient of correlation was pegged at  $-.346$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-2.053$  which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Hence, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along liveliness was significantly influenced by the personnel they supervised. The correlation being negative suggested that the less the personnel the public elementary school heads supervised the higher was their personality along



liveliness. This could be attributed to the fact that smaller number of personnel supervised is easy to maneuver than the bigger ones.

In associating the personality of the elementary school heads along liveliness and their performance rating, the coefficient of correlation was pegged at  $-.202$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.148$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not influenced by their performance rating.

In associating the personality of the elementary school heads along liveliness and their in-service trainings, the coefficient of correlation was pegged at  $-.120$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.673$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along liveliness and their monthly income, the coefficient of correlation was pegged at -



.032 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.178 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not influenced by their monthly income.

In associating the personality of the elementary school heads along liveliness and their attitude towards work, the coefficient of correlation was pegged at .142 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.799 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along liveliness was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, only age and personnel supervised significantly influenced to their personality traits along liveliness while the other variates, namely: sex; civil status; birth order; educational qualification; teaching experience; administrative experience; performance rating; in-service trainings attended; monthly income; and attitude towards work had nothing to do with it.

**Rule consciousness.** Table 20 shows the relationship between the personality of the public elementary school heads along rule consciousness and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along rule consciousness and their age, the coefficient of correlation was pegged at .129 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.724 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not influenced by their age.

In associating the personality of the elementary school heads along rule consciousness their sex, the coefficient of correlation was posted at .021 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.117 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant.

Table 20

**Relationship Between the Personality of the Public Elementary  
School Heads along Rule Consciousness and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.129	0.724	Not Significant/ Accept Ho.
Sex	.021	0.117	Not Significant/ Accept Ho.
Civil Status	-.039	-0.217	Not Significant/ Accept Ho.
Birth Order	-.111	-0.622	Not Significant/ Accept Ho.
Educational Background	-.232	-1.328	Not Significant/ Accept Ho.
Teaching Experience	.047	0.262	Not Significant/ Accept Ho.
Administrative Experience	-.006	-0.033	Not Significant/ Accept Ho.
Personnel Supervised	-.329	-1.940	Not Significant/ Accept Ho.
Performance Rating	-.126	-0.707	Not Significant/ Accept Ho.
In-Service Trainings	.169	0.955	Not Significant/ Accept Ho.
Monthly Income	.180	1.019	Not Significant/ Accept Ho.
Attitude Towards Work	.149	0.839	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not significantly influenced by their sex.



In associating the personality of the elementary school heads along rule consciousness and their civil status, the coefficient of correlation was  $-.039$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.217$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along rule consciousness and their birth order, the coefficient of correlation was pegged at  $-.111$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.622$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not influenced by their birth order.

In associating the personality of the elementary school heads along rule consciousness and their educational background, the coefficient of correlation was pegged at  $-.232$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.328$  which turned

lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not influenced by their educational background.

In associating the personality of the elementary school heads along rule consciousness and their teaching experience, the coefficient of correlation was pegged at .047 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.262 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not influenced by their teaching experience.

In associating the personality of the elementary school heads along rule consciousness and their administrative experience, the coefficient of correlation was pegged at -.006 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.033 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along

rule consciousness was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along rule consciousness and their personnel supervised, the coefficient of correlation was pegged at  $-.329$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.940$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along rule consciousness and their performance rating, the coefficient of correlation was pegged at  $-.126$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.707$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not influenced by their performance rating.



In associating the personality of the elementary school heads along rule consciousness and their in-service trainings, the coefficient of correlation was pegged at .169 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.955 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along rule consciousness and their monthly income, the coefficient of correlation was pegged at .180 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.019 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not influenced by their monthly income.

In associating the personality of the elementary school heads along rule consciousness and their attitude towards work, the coefficient of correlation was pegged at .149 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.839 which turned

lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along rule consciousness was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, namely: age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work had no significant influence to their personality along rule consciousness.

**Social boldness.** Table 21 contains the relationship between the personality of the public elementary school heads along social boldness and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along social boldness and their age, the coefficient of correlation was pegged at  $-.258$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.487$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant.

Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not influenced by their age.

Table 21

**Relationship Between the Personality of the Public Elementary School Heads along Social Boldness and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	-.258	-1.487	Not Significant/ Accept Ho.
Sex	-.117	-0.656	Not Significant/ Accept Ho.
Civil Status	-.384	-2.316	Significant/ Reject Ho.
Birth Order	.095	0.531	Not Significant/ Accept Ho.
Educational Background	.176	0.995	Not Significant/ Accept Ho.
Teaching Experience	-.285	-1.655	Not Significant/ Accept Ho.
Administrative Experience	-.316	-1.854	Not Significant/ Accept Ho.
Personnel Supervised	-.151	-0.850	Not Significant/ Accept Ho.
Performance Rating	-.070	-.391	Not Significant/ Accept Ho.
In-Service Trainings	-.092	-0.514	Not Significant/ Accept Ho.
Monthly Income	-.156	-0.879	Not Significant/ Accept Ho.
Attitude Towards Work	-.105	-0.588	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*



In associating the personality of the elementary school heads along social boldness their sex, the coefficient of correlation was posted at  $-.117$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.656$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not significantly influenced by their sex.

In associating the personality of the elementary school heads along social boldness and their civil status, the coefficient of correlation was  $-.384$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-2.316$  which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Thus, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along social boldness was significantly influenced by their civil status. The correlation being negative signified that single public elementary school heads tend to be more socially bold than the married and other civil status. This could be attributed to the fact that singles are more aggressive and assertive than the married ones who always thought of the welfare of their respective family, instead.

In associating the personality of the elementary school heads along social boldness and their birth order, the coefficient of correlation was pegged at .095 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.531 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not influenced by their birth order.

In associating the personality of the elementary school heads along social boldness and their educational background, the coefficient of correlation was pegged at .176 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.531 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not influenced by their educational background.

In associating the personality of the elementary school heads along social boldness and their teaching experience, the coefficient of correlation was pegged at -.285 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.655 which turned lesser than



the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not influenced by their teaching experience.

In associating the personality of the elementary school heads along social boldness and their administrative experience, the coefficient of correlation was pegged at  $-.316$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.854$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along social boldness and their personnel supervised, the coefficient of correlation was pegged at  $-.151$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.850$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was



accepted. This meant that the personality of the elementary school heads along social boldness was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along social boldness and their performance rating, the coefficient of correlation was pegged at  $-.070$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-.391$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not influenced by their performance rating.

In associating the personality of the elementary school heads along social boldness and their in-service trainings, the coefficient of correlation was pegged at  $-.092$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.514$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along social boldness and their monthly income, the coefficient of correlation was pegged at -.156 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.879 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not influenced by their monthly income.

In associating the personality of the elementary school heads along social boldness and their attitude towards work, the coefficient of correlation was pegged at -.105 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.588 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along social boldness was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, only civil status posed significant influence to their personality along social boldness while other variates, namely: age; sex; birth order; educational qualification; teaching experience; administrative experience; personnel supervised;

performance rating; in-service trainings attended; monthly income; and attitude towards work posed no significant influence to it.

**Sensitivity.** Table 22 depicts the relationship between the personality of the public elementary school heads along sensitivity and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along sensitivity and their age, the coefficient of correlation was pegged at .136 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.764 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not influenced by their age.

In associating the personality of the elementary school heads along sensitivity their sex, the coefficient of correlation was posted at -.435 denoting a moderate negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -2.690 which turned greater than the critical



Table 22

**Relationship Between the Personality of the Public Elementary  
School Heads along Sensitivity and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.136	0.764	Not Significant/ Accept Ho.
Sex	-.435	-2.690	Significant/ Reject Ho.
Civil Status	.050	0.279	Not Significant/ Accept Ho.
Birth Order	.164	0.926	Not Significant/ Accept Ho.
Educational Background	.017	0.095	Not Significant/ Accept Ho.
Teaching Experience	-.052	-0.290	Not Significant/ Accept Ho.
Administrative Experience	-.031	-0.173	Not Significant/ Accept Ho.
Personnel Supervised	-.164	-0.926	Not Significant/ Accept Ho.
Performance Rating	-.309	-1.809	Not Significant/ Accept Ho.
In-Service Trainings	-.275	-1.593	Not Significant/ Accept Ho.
Monthly Income	-.163	-0.920	Not Significant/ Accept Ho.
Attitude Towards Work	-.248	-1.425	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Hence, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along sensitivity was significantly

influenced by their sex. The correlation being negative suggested that the female public elementary school heads are more sensitive than their male counterparts.

In associating the personality of the elementary school heads along sensitivity and their civil status, the coefficient of correlation was .050 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.279 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along sensitivity and their birth order, the coefficient of correlation was pegged at .164 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.926 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not influenced by their birth order.

In associating the personality of the elementary school heads along sensitivity and their educational background, the coefficient of correlation was pegged at .017 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.095 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not influenced by their educational background.

In associating the personality of the elementary school heads along sensitivity and their teaching experience, the coefficient of correlation was pegged at -.052 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.290 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not influenced by their teaching experience.

In associating the personality of the elementary school heads along sensitivity and their administrative experience, the coefficient of correlation was pegged at -.031 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.173 which turned



lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along sensitivity and their personnel supervised, the coefficient of correlation was pegged at  $-.164$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.926$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along sensitivity and their performance rating, the coefficient of correlation was pegged at  $-.309$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.809$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along sensitivity was not influenced by their performance rating.

In associating the personality of the elementary school heads along sensitivity and their in-service trainings, the coefficient of correlation was pegged at  $-0.275$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.593$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along sensitivity and their monthly income, the coefficient of correlation was pegged at  $-0.163$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.920$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not influenced by their monthly income.

In associating the personality of the elementary school heads along sensitivity and their attitude towards work, the coefficient of correlation was

pegged at  $-.248$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.425$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along sensitivity was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, only sex posed significant influence to their personality along social boldness while other variates, namely: age; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work posed no significant influence to it.

**Vigilance.** Table 23 reflects the relationship between the personality of the public elementary school heads along vigilance and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along vigilance and their age, the coefficient of correlation was pegged at  $.143$



Table 23

**Relationship Between the Personality of the Public Elementary  
School Heads along Vigilance and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.143	0.804	Not Significant/ Accept Ho.
Sex	-.109	-0.611	Not Significant/ Accept Ho.
Civil Status	-.228	-1.304	Not Significant/ Accept Ho.
Birth Order	-.137	-0.770	Not Significant/ Accept Ho.
Educational Background	.296	1.725	Not Significant/ Accept Ho.
Teaching Experience	.044	0.245	Not Significant/ Accept Ho.
Administrative Experience	-.064	-0.357	Not Significant/ Accept Ho.
Personnel Supervised	-.139	-0.782	Not Significant/ Accept Ho.
Performance Rating	.101	0.565	Not Significant/ Accept Ho.
In-Service Trainings	.015	0.084	Not Significant/ Accept Ho.
Monthly Income	-.036	-0.201	Not Significant/ Accept Ho.
Attitude Towards Work	-.064	-0.357	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.804 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This

signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not influenced by their age.

In associating the personality of the elementary school heads along vigilance their sex, the coefficient of correlation was posted at  $-.109$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.611$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not significantly influenced by their sex.

In associating the personality of the elementary school heads along vigilance and their civil status, the coefficient of correlation was  $-.228$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.304$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along vigilance and their birth order, the coefficient of correlation was pegged at  $-.137$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.770$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not influenced by their birth order.

In associating the personality of the elementary school heads along vigilance and their educational background, the coefficient of correlation was pegged at  $.296$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $1.725$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not influenced by their educational background.

In associating the personality of the elementary school heads along vigilance and their teaching experience, the coefficient of correlation was pegged at  $.044$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.245$  which turned lesser than



the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not influenced by their teaching experience.

In associating the personality of the elementary school heads along vigilance and their administrative experience, the coefficient of correlation was pegged at  $-.064$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.357$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along vigilance and their personnel supervised, the coefficient of correlation was pegged at  $-.139$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.782$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along vigilance was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along vigilance and their performance rating, the coefficient of correlation was pegged at .101 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.565 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not influenced by their performance rating.

In associating the personality of the elementary school heads along vigilance and their in-service trainings, the coefficient of correlation was pegged at .015 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.084 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along vigilance and their monthly income, the coefficient of correlation was pegged at -

.036 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.201 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not influenced by their monthly income.

In associating the personality of the elementary school heads along vigilance and their attitude towards work, the coefficient of correlation was pegged at -.064 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.357 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along vigilance was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, namely: age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work, none posed significant influence to their personality along vigilance.



**Abstractedness.** Table 24 reveals the relationship between the personality of the public elementary school heads along abstractedness and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

**Table 24**

**Relationship Between the Personality of the Public Elementary School Heads along Abstractedness and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.138	0.776	Not Significant/ Accept Ho.
Sex	.000	0.000	No Significance/ Accept Ho.
Civil Status	-.252	-1.450	Not Significant/ Accept Ho.
Birth Order	.219	1.250	Not Significant/ Accept Ho.
Educational Background	.106	0.594	Not Significant/ Accept Ho.
Teaching Experience	.213	1.214	Not Significant/ Accept Ho.
Administrative Experience	.377	2.266	Significant/ Reject Ho.
Personnel Supervised	.043	0.240	Not Significant/ Accept Ho.
Performance Rating	.000	0.000	No Significance/ Accept Ho.
In-Service Trainings	.166	0.937	Not Significant/ Accept Ho.
Monthly Income	.066	0.368	Not Significant/ Accept Ho.
Attitude Towards Work	.208	1.184	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

In associating the personality of the elementary school heads along abstractedness and their age, the coefficient of correlation was pegged at .138 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.776 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not influenced by their age.

In associating the personality of the elementary school heads along abstractedness their sex, the coefficient of correlation was posted at .000 denoting a no correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.000 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not significantly influenced by their sex.

In associating the personality of the elementary school heads along abstractedness and their civil status, the coefficient of correlation was -.252 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.450 which turned lesser than the critical

value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along abstractedness and their birth order, the coefficient of correlation was pegged at .219 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.250 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not influenced by their birth order.

In associating the personality of the elementary school heads along abstractedness and their educational background, the coefficient of correlation was pegged at .106 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.594 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was



accepted. This meant that the personality of the elementary school heads along abstractedness was not influenced by their educational background.

In associating the personality of the elementary school heads along abstractedness and their teaching experience, the coefficient of correlation was pegged at .213 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.214 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not influenced by their teaching experience.

In associating the personality of the elementary school heads along abstractedness and their administrative experience, the coefficient of correlation was pegged at .377 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 2.266 which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along abstractedness was significantly influenced by their administrative experience. The correlation being positive suggested that the longer the public elementary

school heads had been an administrator, the higher the degree of their personality along abstractedness.

In associating the personality of the elementary school heads along abstractedness and their personnel supervised, the coefficient of correlation was pegged at .043 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.240 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along abstractedness and their performance rating, the coefficient of correlation was pegged at .000 denoting a no correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.000 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not influenced by their performance rating.

In associating the personality of the elementary school heads along abstractedness and their in-service trainings, the coefficient of correlation was pegged at .166 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.937 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along abstractedness and their monthly income, the coefficient of correlation was pegged at .066 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.368 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not influenced by their monthly income.

In associating the personality of the elementary school heads along abstractedness and their attitude towards work, the coefficient of correlation was pegged at .208 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.184 which turned



lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along abstractedness was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, administrative experience posed significant correlation with their personality along abstractedness while other variates namely: age; civil status; birth order; educational qualification; teaching experience; personnel supervised; in-service trainings attended; monthly income; and attitude towards work, posed no significant influence to it, and sex and performance rating posed no correlation to it.

**Privateness.** Table 25 contains the relationship between the personality of the public elementary school heads along privateness and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along privateness and their age, the coefficient of correlation was pegged at .193 denoting a negligible positive correlation. Further test of the correlation,

Table 25

**Relationship Between the Personality of the Public Elementary  
School Heads along Privateness and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.193	1.095	Not Significant/ Accept Ho.
Sex	.000	0.000	No Significance/ Accept Ho.
Civil Status	.252	1.450	Not Significant/ Accept Ho.
Birth Order	-.109	-0.611	Not Significant/ Accept Ho.
Educational Background	-.106	-0.594	Not Significant/ Accept Ho.
Teaching Experience	.118	0.662	Not Significant/ Accept Ho.
Administrative Experience	.453	2.829	Significant/ Reject Ho.
Personnel Supervised	.112	0.628	Not Significant/ Accept Ho.
Performance Rating	.000	0.000	No Significance/ Accept Ho.
In-Service Trainings	-.041	-0.228	Not Significant/ Accept Ho.
Monthly Income	.000	0.000	No Significance/ Accept Ho.
Attitude Towards Work	.208	1.184	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

applying the Fisher's t-test, it yielded a value of 1.095 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect

was accepted. This meant that the personality of the elementary school heads along privateness was not influenced by their age.

In associating the personality of the elementary school heads along privateness and their sex, the coefficient of correlation was posted at .000 denoting a no correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.000 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not significantly influenced by their sex.

In associating the personality of the elementary school heads along privateness and their civil status, the coefficient of correlation was .252 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.450 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along privateness and their birth order, the coefficient of correlation was pegged at -



.109 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.611 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not influenced by their birth order.

In associating the personality of the elementary school heads along privateness and their educational background, the coefficient of correlation was pegged at -.106 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.594 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not influenced by their educational background.

In associating the personality of the elementary school heads along privateness and their teaching experience, the coefficient of correlation was pegged at .118 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.662 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was

not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not influenced by their teaching experience.

In associating the personality of the elementary school heads along privateness and their administrative experience, the coefficient of correlation was pegged at .453 denoting a moderate positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 2.829 which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along privateness was significantly influenced by their administrative experience. The correlation being positive suggested that the longer the public elementary school heads had been an administrator, the higher the degree of their personality along privateness.

In associating the personality of the elementary school heads along privateness and their personnel supervised, the coefficient of correlation was pegged at .112 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.628 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along privateness was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along privateness and their performance rating, the coefficient of correlation was pegged at .000 denoting a no correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.000 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not influenced by their performance rating.

In associating the personality of the elementary school heads along privateness and their in-service trainings, the coefficient of correlation was pegged at -.041 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.228 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along privateness and their monthly income, the coefficient of correlation was pegged



at .000 denoting a no correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.000 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not influenced by their monthly income.

In associating the personality of the elementary school heads along privateness and their attitude towards work, the coefficient of correlation was pegged at .208 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.184 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along privateness was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, administrative experience posed significant correlation with their personality along privateness while other variates namely: age; civil status; birth order; educational qualification; teaching experience; personnel supervised; in-service trainings attended; and attitude towards work, posed no significant influence to it, and sex; performance rating; and monthly income posed no correlation to it.

**Apprehension.** Table 26 shows the relationship between the personality of the public elementary school heads along apprehension and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching

Table 26

**Relationship Between the Personality of the Public Elementary School Heads along Apprehension and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.331	1.953	Not Significant/ Accept Ho.
Sex	-.268	-1.549	Not Significant/ Accept Ho.
Civil Status	.000	0.000	No Significance/ Accept Ho.
Birth Order	.000	0.000	No Significance/ Accept Ho.
Educational Background	.206	1.172	Not Significant/ Accept Ho.
Teaching Experience	.224	1.280	Not Significant/ Accept Ho.
Administrative Experience	.000	0.000	No Significance/ Accept Ho.
Personnel Supervised	-.017	-0.095	Not Significant/ Accept Ho.
Performance Rating	.000	0.000	No Significance/ Accept Ho.
In-Service Trainings	-.072	-0.402	Not Significant/ Accept Ho.
Monthly Income	-.066	-0.368	Not Significant/ Accept Ho.
Attitude Towards Work	-.179	-1.103	Not Significant/ Accept Ho.

$n=33$ ;  $df = 31$ ;  $\alpha = .05$ ;  $t$ -critical value =  $\pm 1.960$ .

experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along apprehension and their age, the coefficient of correlation was pegged at .331 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.953 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not influenced by their age.

In associating the personality of the elementary school heads along apprehension and their sex, the coefficient of correlation was posted at -.268 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.549 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not significantly influenced by their sex.



In associating the personality of the elementary school heads along apprehension and their civil status, the coefficient of correlation was .000 denoting a no correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.000 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along apprehension and their birth order, the coefficient of correlation was pegged at .000 denoting a no correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.000 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not influenced by their birth order.

In associating the personality of the elementary school heads along apprehension and their educational background, the coefficient of correlation was pegged at .206 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.172 which turned

lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not influenced by their educational background.

In associating the personality of the elementary school heads along apprehension and their teaching experience, the coefficient of correlation was pegged at .224 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.280 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not influenced by their teaching experience.

In associating the personality of the elementary school heads along apprehension and their administrative experience, the coefficient of correlation was pegged at .000 denoting a moderate positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.000 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along

apprehension was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along apprehension and their personnel supervised, the coefficient of correlation was pegged at  $-.017$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.095$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along apprehension and their performance rating, the coefficient of correlation was pegged at  $.000$  denoting a no correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.000$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not influenced by their performance rating.

In associating the personality of the elementary school heads along apprehension and their in-service trainings, the coefficient of correlation was



pegged at  $-.072$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.402$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along apprehension and their monthly income, the coefficient of correlation was pegged at  $-.066$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.368$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not influenced by their monthly income.

In associating the personality of the elementary school heads along apprehension and their attitude towards work, the coefficient of correlation was pegged at  $-.179$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.103$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was

not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along apprehension was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, namely: age; sex; educational qualification; teaching experience; personnel supervised; in-service trainings attended, did not pose significant relationship to their personality along apprehension. On the other hand, civil status; birth order and administrative experience posed no correlation to it.

**Openness to change.** Table 27 presents the relationship between the personality of the public elementary school heads along openness to change and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along openness to change and their age, the coefficient of correlation was pegged at .051 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.284 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this

effect was accepted. This meant that the personality of the elementary school heads along openness to change was not influenced by their age.

**Table 27**

**Relationship Between the Personality of the Public Elementary School Heads along Openness to Change and Their Profile**

<b>Personal Characteristics</b>	<b>Coefficient of Correlation</b>	<b>Fisher's t-value</b>	<b>Evaluation/Decision</b>
Age	.051	0.284	Not Significant/ Accept Ho..
Sex	.314	1.841	Not Significant/ Accept Ho.
Civil Status	-.049	-0.273	Not Significant/ Accept Ho.
Birth Order	-.021	-0.117	Not Significant/ Accept Ho.
Educational Background	.166	0.937	Not Significant/ Accept Ho.
Teaching Experience	.014	0.078	Not Significant/ Accept Ho.
Administrative Experience	-.048	-0.268	Not Significant/ Accept Ho.
Personnel Supervised	.102	0.571	Not Significant/ Accept Ho.
Performance Rating	-.013	-0.072	Not Significant/ Accept Ho.
In-Service Trainings	.216	1.232	Not Significant/ Accept Ho.
Monthly Income	-.357	-2.128	Significant/ Reject Ho.
Attitude Towards Work	-.044	-0.245	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*



In associating the personality of the elementary school heads along openness to change and their sex, the coefficient of correlation was posted at .314 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.841 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not significantly influenced by their sex.

In associating the personality of the elementary school heads along openness to change and their civil status, the coefficient of correlation was -.049 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.273 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along openness to change and their birth order, the coefficient of correlation was pegged at -.021 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.117 which turned

lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not influenced by their birth order.

In associating the personality of the elementary school heads along openness to change and their educational background, the coefficient of correlation was pegged at .166 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.937 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not influenced by their educational background.

In associating the personality of the elementary school heads along openness to change and their teaching experience, the coefficient of correlation was pegged at .014 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.078 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along openness to change was not influenced by their teaching experience.

In associating the personality of the elementary school heads along openness to change and their administrative experience, the coefficient of correlation was pegged at  $-.048$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.268$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along openness to change and their personnel supervised, the coefficient of correlation was pegged at  $.102$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.571$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not significantly influenced by the personnel they supervised.



In associating the personality of the elementary school heads along openness to change and their performance rating, the coefficient of correlation was pegged at  $-.013$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.072$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not influenced by their performance rating.

In associating the personality of the elementary school heads along openness to change and their in-service trainings, the coefficient of correlation was pegged at  $.216$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $1.232$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not influenced by their in-service trainings.

In associating the personality of the elementary school heads along openness to change and their monthly income, the coefficient of correlation was pegged at  $-.357$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-2.128$  which turned

greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Thus, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along openness to change was significantly influenced by their monthly income. The correlation being negative suggested that elementary school heads with lesser monthly income tend to be open to change than the elementary school heads who earned higher monthly income.

In associating the personality of the elementary school heads along openness to change and their attitude towards work, the coefficient of correlation was pegged at  $-0.044$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's  $t$ -test, it yielded a value of  $-0.245$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along openness to change was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, it is the monthly income only that posed significant correlation with the personality of the elementary school heads. On the other hand, other variates, namely: age; sex; civil status, educational qualification; birth order; teaching experience;

administrative experience, personnel supervised; in-service trainings attended, did not pose any significant relationship to their personality along openness to change.

**Self-reliance.** Table 28 depicts the relationship between the personality of the public elementary school heads along self-reliance and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along self-reliance and their age, the coefficient of correlation was pegged at .093 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.520 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not influenced by their age.

In associating the personality of the elementary school heads along self-reliance and their sex, the coefficient of correlation was posted at .089 denoting a negligible positive correlation. Further test of the correlation, applying the



Table 28

**Relationship Between the Personality of the Public Elementary  
School Heads along Self-Reliance and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.093	0.520	Not Significant/ Accept Ho.
Sex	.089	0.498	Not Significant/ Accept Ho.
Civil Status	-.052	-0.290	Not Significant/ Accept Ho.
Birth Order	-.148	-0.833	Not Significant/ Accept Ho.
Educational Background	-.018	-0.100	Not Significant/ Accept Ho.
Teaching Experience	.017	0.095	Not Significant/ Accept Ho.
Administrative Experience	-.169	-0.955	Not Significant/ Accept Ho.
Personnel Supervised	-.231	-1.322	Not Significant/ Accept Ho.
Performance Rating	-.168	-0.949	Not Significant/ Accept Ho.
In-Service Trainings	-.377	-2.266	Significant/ Reject Ho.
Monthly Income	.222	1.268	Not Significant/ Accept Ho.
Attitude Towards Work	.138	0.776	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

Fisher's t-test, it yielded a value of 0.498 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant

that the personality of the elementary school heads along self-reliance was not significantly influenced by their sex.

In associating the personality of the elementary school heads along self-reliance and their civil status, the coefficient of correlation was  $-.052$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's  $t$ -test, it yielded a value of  $-0.290$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along self-reliance and their birth order, the coefficient of correlation was pegged at  $-.148$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's  $t$ -test, it yielded a value of  $-0.833$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not influenced by their birth order.

In associating the personality of the elementary school heads along self-reliance and their educational background, the coefficient of correlation was

personality attributes manifested by the school heads and the performance of the elementary school teachers would be significant.

6. Performance of the elementary school teachers basing on the NCBTS was greatly influenced by the personality attributes manifested by the school heads. Thus, if and when the school heads manifest extremely favorable personality attributes, chances would be, the teachers in return would manifest extremely high performance. Therefore, the need for the personality training program is imperative.

7. The developed personality training program should be implemented among school heads so that it could help them. The variety of activities would enhance their personality attributes and therefore help improve the performance of their subordinates.

8. A follow-up study may be conducted, particularly focused on the implementation of the personality training program proposed in this study to check its effectiveness among its target users.

9. A sequel study be conducted in other division or regionwide to validate the findings of this study.

10. A sequel study be conducted using standardized personality test as instrument among teachers.

11. Another study on personality attributes be conducted within the division considering other attributes which were not considered in this study in order to come up with an empirical generalization which may be an input to the



DepEd for a training, seminar-workshop and the like which they would initiate for corporate image building.

12. The proposed training design be tried and implemented with the end view of improving the personality attributes of school heads in terms of honesty, integrity, creativity, charisma, initiative, self-confidence, flexibility and adaptability such that the magnitude of their performance is strongly felt and vividly seen in school performance.

pegged at  $-.018$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-.100$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not influenced by their educational background.

In associating the personality of the elementary school heads along self-reliance and their teaching experience, the coefficient of correlation was pegged at  $.017$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.095$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not influenced by their teaching experience.

In associating the personality of the elementary school heads along self-reliance and their administrative experience, the coefficient of correlation was pegged at  $-.169$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.955$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was

not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along self-reliance and their personnel supervised, the coefficient of correlation was pegged at  $-.231$  denoting a slight negligible correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.322$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along self-reliance and their performance rating, the coefficient of correlation was pegged at  $-.168$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.949$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not influenced by their performance rating.



In associating the personality of the elementary school heads along self-reliance and their in-service trainings, the coefficient of correlation was pegged at  $-.377$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-2.266$  which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along self-reliance was significantly influenced by their in-service trainings. The correlation being negative suggested that the younger the elementary school heads as administrator, the higher the personality of the elementary school heads along self-reliance.

In associating the personality of the elementary school heads along self-reliance and their monthly income, the coefficient of correlation was pegged at  $.222$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.268$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along self-reliance and their attitude towards work, the coefficient of correlation was pegged at .138 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.776 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, it is the in-service trainings attended only that posed significant negative correlation with the personality of the elementary school heads. On the other hand, other variates, namely: age; sex; civil status, educational qualification; birth order; teaching experience; administrative experience, personnel supervised; monthly income, did not pose any significant relationship to their personality along openness to change.

**Perfectionism.** Table 29 depicts the relationship between the personality of the public elementary school heads along perfectionism and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

Table 29

**Relationship Between the Personality of the Public Elementary  
School Heads along Perfectionism and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	-.104	-0.582	Not Significant/ Accept Ho.
Sex	.088	0.492	Not Significant/ Accept Ho.
Civil Status	.231	1.322	Not Significant/ Accept Ho.
Birth Order	-.072	-0.402	Not Significant/ Accept Ho.
Educational Background	.058	0.323	Not Significant/ Accept Ho.
Teaching Experience	-.110	-0.616	Not Significant/ Accept Ho.
Administrative Experience	.288	1.674	Not Significant/ Accept Ho.
Personnel Supervised	-.066	-0.368	Not Significant/ Accept Ho.
Performance Rating	.231	1.322	Not Significant/ Accept Ho.
In-Service Trainings	.253	1.456	Not Significant/ Accept Ho.
Monthly Income	.003	0.017	Not Significant/ Accept Ho.
Attitude Towards Work	.219	1.250	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

In associating the personality of the elementary school heads along perfectionism and their age, the coefficient of correlation was pegged at -.104 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.582 which turned lesser than



the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not influenced by their age.

In associating the personality of the elementary school heads along perfectionism and their sex, the coefficient of correlation was posted at  $-.088$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.582$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not significantly influenced by their sex.

In associating the personality of the elementary school heads along perfectionism and their civil status, the coefficient of correlation was  $.231$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.492$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant

that the personality of the elementary school heads along perfectionism was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along perfectionism and their birth order, the coefficient of correlation was pegged at -.072 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.402 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not influenced by their birth order.

In associating the personality of the elementary school heads along perfectionism and their educational background, the coefficient of correlation was pegged at .058 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.323 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not influenced by their educational background.

In associating the personality of the elementary school heads along perfectionism and their teaching experience, the coefficient of correlation was

pegged at  $-.110$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.616$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not influenced by their teaching experience.

In associating the personality of the elementary school heads along perfectionism and their administrative experience, the coefficient of correlation was pegged at  $.288$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $1.674$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-reliance was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along perfectionism and their personnel supervised, the coefficient of correlation was pegged at  $-.066$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.368$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was



not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along perfectionism and their performance rating, the coefficient of correlation was pegged at .231 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.674 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not influenced by their performance rating.

In associating the personality of the elementary school heads along perfectionism and their in-service trainings, the coefficient of correlation was pegged at .253 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.456 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not significantly influenced by their in-service trainings.

In associating the personality of the elementary school heads along

perfectionism and their monthly income, the coefficient of correlation was pegged at .003 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.017 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along perfectionism and their attitude towards work, the coefficient of correlation was pegged at .219 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.250 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along perfectionism was not influenced by their attitude towards work.

In summary, none of the profile variates of the elementary school heads significantly influenced their personality along perfectionism.

**Tension.** Table 30 depicts the relationship between the personality of the public elementary school heads along tension and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience;

Table 30

**Relationship Between the Personality of the Public Elementary  
School Heads along Tension and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.268	1.549	Not Significant/ Accept Ho.
Sex	.008	0.045	Not Significant/ Accept Ho.
Civil Status	.027	0.150	Not Significant/ Accept Ho.
Birth Order	.324	1.907	Not Significant/ Accept Ho.
Educational Background	-.002	-0.011	Not Significant/ Accept Ho.
Teaching Experience	.296	1.725	Not Significant/ Accept Ho.
Administrative Experience	.179	1.013	Not Significant/ Accept Ho.
Personnel Supervised	-.062	-0.346	Not Significant/ Accept Ho.
Performance Rating	.222	1.268	Not Significant/ Accept Ho.
In-Service Trainings	.043	0.240	Not Significant/ Accept Ho.
Monthly Income	.043	0.240	Not Significant/ Accept Ho.
Attitude Towards Work	.211	1.202	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.



In associating the personality of the elementary school heads along tension and their age, the coefficient of correlation was pegged at .268 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.549 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their age.

In associating the personality of the elementary school heads along tension and their sex, the coefficient of correlation was posted at .008 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.045 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their sex.

In associating the personality of the elementary school heads along tension and their civil status, the coefficient of correlation was .027 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.045 which turned lesser than the critical

value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along tension and their birth order, the coefficient of correlation was pegged at .324 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.907 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their birth order.

In associating the personality of the elementary school heads along tension and their educational background, the coefficient of correlation was pegged at -.002 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.011 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along tension was not influenced by their educational background.

In associating the personality of the elementary school heads along tension and their teaching experience, the coefficient of correlation was pegged at .296 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.725 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their teaching experience.

In associating the personality of the elementary school heads along tension and their administrative experience, the coefficient of correlation was pegged at .179 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.013 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along tension and their personnel supervised, the coefficient of correlation was pegged



at  $-0.062$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.346$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along tension and their performance rating, the coefficient of correlation was pegged at  $.222$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $1.268$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their performance rating.

In associating the personality of the elementary school heads along tension and their in-service trainings, the coefficient of correlation was pegged at  $.043$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.240$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not

significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their in-service trainings.

In associating the personality of the elementary school heads along tension and their monthly income, the coefficient of correlation was pegged at .043 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.240 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along tension and their attitude towards work, the coefficient of correlation was pegged at .211 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.202 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their attitude towards work.

In summary, none of the profile variates of the elementary school heads significantly influenced their personality along tension.

**Extraversion.** Table 31 depicts the relationship between the personality of the public elementary school heads along tension and their profile in terms of

**Table 31**

**Relationship Between the Personality of the Public Elementary School Heads along Tension and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.268	1.549	Not Significant/ Accept Ho.
Sex	.008	0.045	Not Significant/ Accept Ho.
Civil Status	.027	0.150	Not Significant/ Accept Ho.
Birth Order	.324	1.907	Not Significant/ Accept Ho.
Educational Background	-.002	-0.011	Not Significant/ Accept Ho.
Teaching Experience	.296	1.725	Not Significant/ Accept Ho.
Administrative Experience	.179	1.013	Not Significant/ Accept Ho.
Personnel Supervised	-.062	-0.346	Not Significant/ Accept Ho.
Performance Rating	.222	1.268	Not Significant/ Accept Ho.
In-Service Trainings	.043	0.240	Not Significant/ Accept Ho.
Monthly Income	.043	0.240	Not Significant/ Accept Ho.
Attitude Towards Work	.211	1.202	Not Significant/ Accept Ho.

$n=33$ ;  $df = 31$ ;  $\alpha = .05$ ;  $t$ -critical value =  $\pm 1.960$ .



age; sex; civil status; birth order; educational qualification; teaching experience; experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along tension and their age, the coefficient of correlation was pegged at .268 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.549 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their age.

In associating the personality of the elementary school heads along tension and their sex, the coefficient of correlation was posted at .008 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.045 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their sex.

In associating the personality of the elementary school heads along tension and their civil status, the coefficient of correlation was .027 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.045 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along tension and their birth order, the coefficient of correlation was pegged at .324 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.907 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their birth order.

In associating the personality of the elementary school heads along tension and their educational background, the coefficient of correlation was pegged at -.002 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.011 which turned

lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their educational background.

In associating the personality of the elementary school heads along tension and their teaching experience, the coefficient of correlation was pegged at .296 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.725 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their teaching experience.

In associating the personality of the elementary school heads along tension and their administrative experience, the coefficient of correlation was pegged at .179 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.013 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was



accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along tension and their personnel supervised, the coefficient of correlation was pegged at  $-.062$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.346$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along tension and their performance rating, the coefficient of correlation was pegged at  $.222$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $1.268$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their performance rating.

In associating the personality of the elementary school heads along tension and their in-service trainings, the coefficient of correlation was pegged at

.043 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.240 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their in-service trainings.

In associating the personality of the elementary school heads along tension and their monthly income, the coefficient of correlation was pegged at .043 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.240 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along tension and their attitude towards work, the coefficient of correlation was pegged at .211 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.202 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This

signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tension was not influenced by their attitude towards work.

In summary, none of the profile variates of the elementary school heads significantly influenced their personality along tension.

**Extraversion.** Table 32 depicts the relationship between the personality of the public elementary school heads along extraversion and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along extraversion and their age, the coefficient of correlation was pegged at -.100 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.560 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not influenced by their age.



Table 32

**Relationship Between the Personality of the Public Elementary  
School Heads along Extraversion and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	-.100	-0.560	Not Significant/ Accept Ho.
Sex	-.309	-1.809	Not Significant/ Accept Ho.
Civil Status	.189	1.072	Not Significant/ Accept Ho.
Birth Order	-.062	-0.346	Not Significant/ Accept Ho.
Educational Background	-.282	-1.637	Not Significant/ Accept Ho.
Teaching Experience	.122	0.684	Not Significant/ Accept Ho.
Administrative Experience	.117	0.656	Not Significant/ Accept Ho.
Personnel Supervised	.085	0.475	Not Significant/ Accept Ho.
Performance Rating	-.263	-1.518	Not Significant/ Accept Ho.
In-Service Trainings	.220	1.256	Not Significant/ Accept Ho.
Monthly Income	-.001	-0.006	Not Significant/ Accept Ho.
Attitude Towards Work	-.126	-0.707	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

In associating the personality of the elementary school heads along extraversion and their sex, the coefficient of correlation was posted at -.309 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.809 which turned lesser than

the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not significantly influenced by their sex.

In associating the personality of the elementary school heads along extraversion and their civil status, the coefficient of correlation was .189 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.072 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along extraversion and their birth order, the coefficient of correlation was pegged at -.062 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.346 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along extraversion was not influenced by their birth order.

In associating the personality of the elementary school heads along extraversion and their educational background, the coefficient of correlation was pegged at  $-.282$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.637$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not influenced by their educational background.

In associating the personality of the elementary school heads along extraversion and their teaching experience, the coefficient of correlation was pegged at  $.122$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.684$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not influenced by their teaching experience.

In associating the personality of the elementary school heads along extraversion and their administrative experience, the coefficient of correlation



was pegged at .117 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.656 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along extraversion and their personnel supervised, the coefficient of correlation was pegged at .085 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.475 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along tension extraversion and their performance rating, the coefficient of correlation was pegged at -.263 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.518 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was

not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not influenced by their performance rating.

In associating the personality of the elementary school heads along extraversion and their in-service trainings, the coefficient of correlation was pegged at .220 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.256 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not significantly influenced by their in-service trainings.

In associating the personality of the elementary school heads along extraversion and their monthly income, the coefficient of correlation was pegged at -.001 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.006 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along extraversion and their attitude towards work, the coefficient of correlation was pegged at  $-.126$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.707$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along extraversion was not influenced by their attitude towards work.

In summary, none of the profile variates of the elementary school heads significantly influenced their personality along extraversion.

**Anxiety.** Table 33 presents the relationship between the personality of the public elementary school heads along anxiety and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along anxiety and their age, the coefficient of correlation was pegged at  $.168$  denoting a negligible positive correlation. Further test of the correlation,



Table 33

**Relationship Between the Personality of the Public Elementary  
School Heads along Anxiety and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.168	0.949	Not Significant/ Accept Ho.
Sex	-.117	-0.656	Not Significant/ Accept Ho.
Civil Status	-.022	-0.123	Not Significant/ Accept Ho.
Birth Order	.017	0.095	Not Significant/ Accept Ho.
Educational Background	.176	0.995	Not Significant/ Accept Ho.
Teaching Experience	.156	0.879	Not Significant/ Accept Ho.
Administrative Experience	.045	0.251	Not Significant/ Accept Ho.
Personnel Supervised	.047	0.262	Not Significant/ Accept Ho.
Performance Rating	.123	0.690	Not Significant/ Accept Ho.
In-Service Trainings	-.174	-0.984	Not Significant/ Accept Ho.
Monthly Income	.290	1.687	Not Significant/ Accept Ho.
Attitude Towards Work	-.084	-0.469	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

applying the Fisher's t-test, it yielded a value of 0.949 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect

was accepted. This meant that the personality of the elementary school heads along anxiety was not influenced by their age.

In associating the personality of the elementary school heads along anxiety and their sex, the coefficient of correlation was posted at  $-.117$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.656$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not significantly influenced by their sex.

In associating the personality of the elementary school heads along anxiety and their civil status, the coefficient of correlation was  $-.022$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.123$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along anxiety and their birth order, the coefficient of correlation was pegged at  $.017$

denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.095 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not influenced by their birth order.

In associating the personality of the elementary school heads along anxiety and their educational background, the coefficient of correlation was pegged at .176 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.995 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not influenced by their educational background.

In associating the personality of the elementary school heads along anxiety and their teaching experience, the coefficient of correlation was pegged at .156 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.879 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not



significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not influenced by their teaching experience.

In associating the personality of the elementary school heads along anxiety and their administrative experience, the coefficient of correlation was pegged at .045 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.251 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along anxiety and their personnel supervised, the coefficient of correlation was pegged at .047 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.262 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along anxiety and their performance rating, the coefficient of correlation was pegged at .123 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.690 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not influenced by their performance rating.

In associating the personality of the elementary school heads along anxiety and their in-service trainings, the coefficient of correlation was pegged at -.174 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.984 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not significantly influenced by their in-service trainings.

In associating the personality of the elementary school heads along anxiety and their monthly income, the coefficient of correlation was pegged at .290 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.687 which turned lesser than

the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along anxiety and their attitude towards work, the coefficient of correlation was pegged at  $-.084$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.469$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along anxiety was not influenced by their attitude towards work.

In summary, none of the profile variates of the elementary school heads significantly influenced their personality along anxiety.

**Tough-mindedness.** Table 34 reveals the relationship between the personality of the public elementary school heads along tough-mindedness and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.



Table 34

**Relationship Between the Personality of the Public Elementary  
School Heads along Tough-Mindedness and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.168	0.949	Not Significant/ Accept Ho.
Sex	.326	1.920	Not Significant/ Accept Ho.
Civil Status	.088	0.492	Not Significant/ Accept Ho.
Birth Order	-.152	-0.856	Not Significant/ Accept Ho.
Educational Background	.019	0.106	Not Significant/ Accept Ho.
Teaching Experience	.306	1.790	Not Significant/ Accept Ho.
Administrative Experience	.136	0.764	Not Significant/ Accept Ho.
Personnel Supervised	.370	2.217	Significant/ Reject Ho.
Performance Rating	.140	0.787	Not Significant/ Accept Ho.
In-Service Trainings	.180	1.019	Not Significant/ Accept Ho.
Monthly Income	.181	1.025	Not Significant/ Accept Ho.
Attitude Towards Work	-.078	-0.436	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

In associating the personality of the elementary school heads along tough-mindedness and their age, the coefficient of correlation was pegged at .168 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.949 which turned lesser than

the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not influenced by their age.

In associating the personality of the elementary school heads along tough-mindedness and their sex, the coefficient of correlation was posted at .326 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.920 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not significantly influenced by their sex.

In associating the personality of the elementary school heads along tough-mindedness and their civil status, the coefficient of correlation was .088 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.492 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant

that the personality of the elementary school heads along tough-mindedness was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along tough-mindedness and their birth order, the coefficient of correlation was pegged at -.152 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.856 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not influenced by their birth order.

In associating the personality of the elementary school heads along tough-mindedness and their educational background, the coefficient of correlation was pegged at .019 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.106 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not influenced by their educational background.

In associating the personality of the elementary school heads along tough-mindedness and their teaching experience, the coefficient of correlation was



pegged at .306 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.790 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not influenced by their teaching experience.

In associating the personality of the elementary school heads along tough-mindedness and their administrative experience, the coefficient of correlation was pegged at .136 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.764 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along tough-mindedness and their personnel supervised, the coefficient of correlation was pegged at .370 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 2.217 which turned greater than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ .

This signified that the correlation existing between the two aforesaid variables was significant. Hence, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along tough-mindedness was significantly influenced by the personnel they supervised. The correlation being positive suggested that the more the school heads had personnel to supervise the more tough-minded he is.

In associating the personality of the elementary school heads along tough-mindedness and their performance rating, the coefficient of correlation was pegged at .140 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.787 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not influenced by their performance rating.

In associating the personality of the elementary school heads along tough-mindedness and their in-service trainings, the coefficient of correlation was pegged at .180 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.019 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along tough-mindedness was not significantly influenced by their in-service trainings.

In associating the personality of the elementary school heads along tough-mindedness and their monthly income, the coefficient of correlation was pegged at .181 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.025 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along tough-mindedness and their attitude towards work, the coefficient of correlation was pegged at -.078 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.436 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along tough-mindedness was not influenced by their attitude towards work.



In summary, of the profile variates of the elementary school heads, only personnel supervised posed significant correlation to their personality along tough-mindedness. The rest of the profile variates had nothing to do with it.

**Independence.** Table 35 shows the relationship between the personality of the public elementary school heads along independence and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along independence and their age, the coefficient of correlation was pegged at -.068 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.379 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not influenced by their age.

In associating the personality of the elementary school heads along independence and their sex, the coefficient of correlation was posted at .170 denoting a negligible positive correlation. Further test of the correlation,

Table 35

**Relationship Between the Personality of the Public Elementary  
School Heads along Independence and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	-.068	-0.379	Not Significant/ Accept Ho.
Sex	.170	0.961	Not Significant/ Accept Ho.
Civil Status	-.456	-2.853	Significant/ Reject Ho.
Birth Order	.214	1.220	Not Significant/ Accept Ho.
Educational Background	.109	0.611	Not Significant/ Accept Ho.
Teaching Experience	-.062	-0.346	Not Significant/ Accept Ho.
Administrative Experience	-.265	-1.530	Not Significant/ Accept Ho.
Personnel Supervised	-.005	-0.028	Not Significant/ Accept Ho.
Performance Rating	.132	0.741	Not Significant/ Accept Ho.
In-Service Trainings	.277	1.605	Not Significant/ Accept Ho.
Monthly Income	-.153	-0.862	Not Significant/ Accept Ho.
Attitude Towards Work	-.044	-0.245	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

applying the Fisher's t-test, it yielded a value of 0.961 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along independence was not significantly influenced by their sex.

In associating the personality of the elementary school heads along independence and their civil status, the coefficient of correlation was  $-.456$  denoting a moderate negative correlation. Further test of the correlation, applying the Fisher's  $t$ -test, it yielded a value of  $-2.853$  which turned greater than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was significant. Thus, the corresponding null hypothesis to this effect was rejected. This meant that the personality of the elementary school heads along independence was significantly influenced by their civil status. The correlation being negative suggested that the single school heads are more independent than the married ones.

In associating the personality of the elementary school heads along independence and their birth order, the coefficient of correlation was pegged at  $.214$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's  $t$ -test, it yielded a value of  $1.220$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not influenced by their birth order.



In associating the personality of the elementary school heads along independence and their educational background, the coefficient of correlation was pegged at .109 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.611 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not influenced by their educational background.

In associating the personality of the elementary school heads along independence and their teaching experience, the coefficient of correlation was pegged at -.062 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.346 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not influenced by their teaching experience.

In associating the personality of the elementary school heads along independence and their administrative experience, the coefficient of correlation was pegged at -.265 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.530 which turned

lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along independence and their personnel supervised, the coefficient of correlation was pegged at  $-.005$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.530$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along independence and their performance rating, the coefficient of correlation was pegged at  $.132$  denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $0.741$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was

accepted. This meant that the personality of the elementary school heads along independence was not influenced by their performance rating.

In associating the personality of the elementary school heads along independence and their in-service trainings, the coefficient of correlation was pegged at .277 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.605 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not significantly influenced by their in-service trainings.

In associating the personality of the elementary school heads along independence and their monthly income, the coefficient of correlation was pegged at -.153 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.862 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along independence and their attitude towards work, the coefficient of correlation was



pegged at  $-.044$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.245$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along independence was not influenced by their attitude towards work.

In summary, of the profile variates of the elementary school heads, only civil status posed significant correlation to their personality along tough-mindedness. The rest of the profile variates had nothing to do with it.

**Self-control.** Table 36 presents the relationship between the personality of the public elementary school heads along self-control and their profile in terms of age; sex; civil status; birth order; educational qualification; teaching experience; experience; administrative experience; personnel supervised; performance rating; in-service trainings attended; monthly income; and attitude towards work.

In associating the personality of the elementary school heads along self-control and their age, the coefficient of correlation was pegged at  $.282$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $1.637$  which turned lesser than the critical value of  $\pm 1.960$  at  $.05$  level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant.

Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not influenced by their age.

Table 36

**Relationship Between the Personality of the Public Elementary School Heads along Self-Control and Their Profile**

Personal Characteristics	Coefficient of Correlation	Fisher's t-value	Evaluation/Decision
Age	.282	1.637	Not Significant/ Accept Ho.
Sex	.153	0.862	Not Significant/ Accept Ho.
Civil Status	.194	1.101	Not Significant/ Accept Ho.
Birth Order	-.215	-1.226	Not Significant/ Accept Ho.
Educational Background	-.161	-0.908	Not Significant/ Accept Ho.
Teaching Experience	.235	1.346	Not Significant/ Accept Ho.
Administrative Experience	.253	1.456	Not Significant/ Accept Ho.
Personnel Supervised	.070	0.391	Not Significant/ Accept Ho.
Performance Rating	-.040	-0.223	Not Significant/ Accept Ho.
In-Service Trainings	-.095	-0.531	Not Significant/ Accept Ho.
Monthly Income	-.094	-0.526	Not Significant/ Accept Ho.
Attitude Towards Work	-.304	-1.777	Not Significant/ Accept Ho.

*n=33; df = 31;  $\alpha = .05$ ; t-critical value =  $\pm 1.960$ .*

In associating the personality of the elementary school heads along self-control and their sex, the coefficient of correlation was posted at .153 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.656 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not significantly influenced by their sex.

In associating the personality of the elementary school heads along self-control and their civil status, the coefficient of correlation was .194 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.101 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not significantly influenced by their civil status.

In associating the personality of the elementary school heads along self-control and their birth order, the coefficient of correlation was pegged at -.215 denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -1.226 which turned lesser than the critical



value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not influenced by their birth order.

In associating the personality of the elementary school heads along self-control and their educational background, the coefficient of correlation was pegged at  $-.161$  denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-0.908$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not influenced by their educational background.

In associating the personality of the elementary school heads along self-control and their teaching experience, the coefficient of correlation was pegged at  $.235$  denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $1.346$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted.

This meant that the personality of the elementary school heads along self-control was not influenced by their teaching experience.

In associating the personality of the elementary school heads along self-control and their administrative experience, the coefficient of correlation was pegged at .253 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 1.456 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not significantly influenced by their administrative experience.

In associating the personality of the elementary school heads along self-control and their personnel supervised, the coefficient of correlation was pegged at a .070 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.391 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not significantly influenced by the personnel they supervised.

In associating the personality of the elementary school heads along self-control and their performance rating, the coefficient of correlation was pegged at

-.040 denoting a negligible positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of 0.391 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not influenced by their performance rating.

In associating the personality of the elementary school heads along self-control and their in-service trainings, the coefficient of correlation was pegged at -.095 denoting a negligible negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.531 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not significantly influenced by their in-service trainings.

In associating the personality of the elementary school heads along self-control and their monthly income, the coefficient of correlation was pegged at -.094 denoting a slight positive correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of -0.526 which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not



significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not significantly influenced by their monthly income.

In associating the personality of the elementary school heads along self-control and their attitude towards work, the coefficient of correlation was pegged at  $-.304$  denoting a slight negative correlation. Further test of the correlation, applying the Fisher's t-test, it yielded a value of  $-1.777$  which turned lesser than the critical value of  $\pm 1.960$  at .05 level of significance and  $df = 31$ . This signified that the correlation existing between the two aforesaid variables was not significant. Thus, the corresponding null hypothesis to this effect was accepted. This meant that the personality of the elementary school heads along self-control was not influenced by their attitude towards work.

In summary, none of the profile variates of the elementary school heads significantly influenced their personality along self-control.

#### **Conflict Management Styles Utilized by Public Elementary School Heads as Perceived by the Two Groups of Respondents**

This study looked into the conflict management styles utilized by public elementary school heads in the exercise of their functions from the point of view of the school heads themselves and the elementary school teachers. Five conflict management styles were identified, namely: compromising; denying; integrating; forcing; and suppressing. The assessment was focused on how these

conflict management styles were utilized as the public elementary school heads acts along the following parameters: as an executive; as process manager; as a public concern; as a career person; and as a disciplinarian. Tables 16 – 20 portray the information.

**As an executive.** Table 37 depicts the conflict management styles used by the public elementary school heads as an executive as perceived by the school heads themselves and by their elementary school teachers.

**Table 37**

**Conflict Management Styles Used by Elementary School Heads  
as Perceived by the Two Groups of Respondents  
as an Executive**

Conflict Management Styles	School Heads		Teachers	
	f	%	f	%
Compromising	3	9.09	39	14.29
Denying	0	0.00	7	2.56
Integrating	20	60.61	141	51.65
Forcing	8	24.24	63	23.08
Suppressing	1	3.03	21	7.69
Not Stated	1	3.03	2	0.73
<b>Total</b>	<b>33</b>	<b>100.00</b>	<b>273</b>	<b>100.00</b>
<b>Weighted Mean/Interpretation</b>	<b>4.11</b>	<b>Suppressing</b>	<b>3.93</b>	<b>Suppressing</b>

**Legend:**

4.51 – 5.00	Integrating
3.51 – 4.50	Suppressing
2.51 – 3.50	Forcing
1.51 – 2.50	Compromising
1.00 – 1.50	Denying

It can be gleaned from the table that from the view point of the public elementary school heads, majority of them, in the exercise of their being an executive, were integrating accounting for 20 or 60.61 percent. Eight of them or 24.24 percent forcing while three or 9.09 percent were compromising and only one or 3.03 percent was suppressing. The remaining one public elementary school head or 3.03 percent did not state the kind of conflict management he/she used in the exercise of his/her function as an executive.

Taken as a whole, this group of respondents considered themselves as suppressing as they exercise their function as an executive. This was supported by the weighted mean of 4.11. This suggested that in the event that when conflict arises within his/her jurisdiction, the public elementary school head usually smooth over the problems by suppressing the parties by her solution or decision.

From the point of view of the elementary school teachers, they regarded majority of their elementary school heads as integrating in the exercise of their official function as executive of the district or school comprising 141 or 51.65 percent. Sixty-three or 23.08 percent were forcing while 39 or 14.29 percent were compromising; 21 or 7.69 percent were suppressing and seven or 2.56 percent were denying.

As a whole, this group of respondent also considered the elementary school heads as suppressing in their exercise of their function as executive being shown by the weighted mean of 3.93. This indicated that like the assessment of the first group of respondent, this group also considered the elementary school



heads to smooth conflicts among teachers when they arise and usually impose their solutions or decisions to them whether they like it or not.

As a process manager. Table 38 depicts the perception of the two groups of respondents relative to the conflict management styles used by the elementary school heads as a process manager.

**Table 38**

**Conflict Management Styles Used by Elementary School Heads  
as Perceived by the Two Groups of Respondents  
as Process Manager**

Conflict Management Styles	School Heads		Teachers	
	f	%	f	%
Compromising	4	12.13	67	24.54
Denying	1	3.03	8	2.93
Integrating	13	39.39	91	33.33
Forcing	13	39.39	95	34.80
Suppressing	1	3.03	8	2.93
Not Stated	1	3.03	4	1.47
<b>Total</b>	<b>33</b>	<b>100.00</b>	<b>273</b>	<b>100.00</b>
<b>Weighted Mean/Interpretation</b>	<b>2.72</b>	<b>Suppressing</b>	<b>2.55</b>	<b>Suppressing</b>

**Legend:**

4.51 – 5.00	Denying
3.51 – 4.50	Integrating
2.51 – 3.50	Suppressing
1.51 – 2.50	Forcing
1.00 – 1.50	Compromising

The table shows that, based on the perception of the elementary school heads, 13 of them or 39.39 percent were integrating while another 13 or 39.39

percent were forcing; four or 12.13 percent were compromising and one each or 3.03 percent was denying and suppressing.

Taken as a whole, the elementary school heads based on their self-assessment considered themselves suppressing in the process management of conflicts arising among their teachers. This was manifested by the weighted mean of 2.72. This meant that when conflict arises within his/her jurisdiction, the public elementary school head usually smooth over the problems by suppressing the parties by her solution or decision.

Table 38 also shows that on the point of the elementary school teachers, they assessed most of their school heads, in solving conflicts arising among their teachers, as forcing accounting for 95 or 34.80 percent while 91 or 33.33 percent were integrating in the process management of conflicts; 67 or 24.54 percent were compromising; and eight each or 2.93 percent were denying and suppressing.

In the over-all, the elementary school teachers considered their public elementary school heads as suppressing in the process management of conflicts arising among them being supported by the weighted mean of 2.55. this indicated that they confirmed the self-assessment of their school heads on the conflict management style they used in the process management of conflicts arising among them; they tend to smooth over the problems by suppressing the parties by their solution or decision.

**As a public concern.** Table 39 reveals the perception of the two groups of respondents relative to the conflict management styles used by public elementary school heads in the area as public concern.

**Table 39**

**Conflict Management Styles Used by Elementary School Heads  
as Perceived by the Two Groups of Respondents  
as a Public Concern**

Conflict Management Styles	School Heads		Teachers	
	f	%	f	%
Compromising	5	15.15	43	15.75
Denying	1	3.03	2	0.73
Integrating	18	54.55	154	56.41
Forcing	8	24.24	65	23.81
Suppressing	0	0.00	7	2.57
Not Stated	1	3.03	2	0.73
<b>Total</b>	<b>33</b>	<b>100.00</b>	<b>273</b>	<b>100.00</b>
<b>Weighted Mean/Interpretation</b>	<b>2.84</b>	<b>Integrating</b>	<b>2.82</b>	<b>Integrating</b>

**Legend:**

4.51 – 5.00	Compromising
3.51 – 4.50	Denying
2.51 – 3.50	Integrating
1.51 – 2.50	Forcing
1.00 – 1.50	Suppressing

It can be gleaned from the table that along this area, the school heads assessed majority of them as integrating comprising 18 or 54.55 percent while eight or 24.24 percent were forcing; five or 15.15 percent were compromising and only one or 3.03 percent was denying.



Taken as a whole, the school heads considered themselves integrating in managing conflict as public concern. This was shown by the weighted mean of 2.84. This indicated that when conflict arises among their teachers, they usually encourage the parties to solve the problem that has arisen between them and openly find a solution they all can accept.

It can be seen also in the same table the perception of the elementary teachers on the conflict management styles used by the school heads as public concern. The table shows that 154 or 56.41 percent of the teachers considered their school heads as integrating while 65 or 23.81 percent were forcing; 43 or 15.75 percent were compromising; seven or 2.57 percent were suppressing and two or 0.73 percent were denying.

As a whole, the elementary school teachers considered their school heads as integrating in managing conflicts among their teachers as public concern. This was manifested by the weighted mean of 2.82. This suggested based on the evaluation of the elementary teachers, their school heads, in managing conflict along public concern, usually encourages both parties to openly arrive at an acceptable solutions to solve the problem that has arisen between them.

**As a career person.** Table 40 portrays the perception of the two groups of respondents, namely: public elementary school heads and public elementary school teachers, relative to the conflict management styles used by the elementary school heads as a career person.

From the side of the public elementary school heads, they assessed majority of them, that is, 17 or 51.52 percent as integrating while 11 or 33.33

**Table 40**

**Conflict Management Styles Used by Elementary School Heads  
as Perceived by the Two Groups of Respondents  
as a Career Person**

Conflict Management Styles	School Heads		Teachers	
	f	%	f	%
Compromising	2	6.06	17	6.23
Denying	2	6.06	30	10.99
Integrating	17	51.52	133	48.72
Forcing	11	33.33	85	31.13
Suppressing	1	3.03	7	2.56
Not Stated	0	0.00	1	0.37
<b>Total</b>	<b>33</b>	<b>100.00</b>	<b>273</b>	<b>100.00</b>
<b>Weighted Mean/Interpretation</b>	<b>3.21</b>	<b>Denying</b>	<b>3.15</b>	<b>Denying</b>

**Legend:**

4.51 – 5.00	Forcing
3.51 – 4.50	Compromising
2.51 – 3.50	Denying
1.51 – 2.50	Integrating
1.00 – 1.50	Suppressing

percent were forcing; two each or 6.06 percent were compromising and denying, and only one or 3.03 percent was suppressing.

Consequently, the elementary school teachers considered themselves denying in managing conflict among their teachers as career person. This was shown by the weighted mean of 3.21. This signified that the public elementary

school heads, in ironing out conflicts arising from among their elementary teachers, they usually refuses to deal with conflict by stalling and repeatedly postponing action "until more information is available."

From the view point of the public elementary school teachers, they considered 133 of their school heads or 48.72 percent as integrating while 85 or 31.13 percent were forcing; 30 or 10.99 percent were denying; 17 or 6.23 percent were compromising and seven or 2.56 percent were suppressing.

In the over-all, the public elementary school teachers considered their public elementary school heads as denying also in managing conflict arising from their teachers with the consideration as career person. This was revealed by the weighted mean of 3.15. This meant that like the school heads' evaluation of themselves, the elementary teachers perceived their school heads as denying also in managing conflict arising from them as career person denoting that the school heads, more often than not, refuses to deal the conflict by stalling and repeatedly postponing action "until more information is available;" instead they bank on the issue and the immediate solution to it.

**As a disciplinarian.** Table 41 appraises the perception of the two groups of respondents relative to the conflict management used by the public elementary school heads as a disciplinarian.

The table depicts that the public elementary school heads considered majority of them as forcing accounting for 16 or 48.49 percent while 12 or 36.36



percent were integrating; three or 9.09 percent were denying and only one or 3.03 was compromising.

**Table 41**

**Conflict Management Styles Used by Elementary School Heads  
as Perceived by the Two Groups of Respondents  
as a Disciplinarian**

Conflict Management Styles	School Heads		Teachers	
	f	%	f	%
Compromising	1	3.03	57	20.88
Denying	3	9.09	25	9.16
Integrating	12	36.36	77	28.20
Forcing	16	48.49	108	39.56
Suppressing	0	0.00	5	1.83
Not Stated	1	3.03	1	0.37
<b>Total</b>	<b>33</b>	<b>100.00</b>	<b>273</b>	<b>100.00</b>
<b>Weighted Mean/Interpretation</b>	<b>2.66</b>	<b>Compromising</b>	<b>2.77</b>	<b>Compromising</b>

**Legend:**

4.51 – 5.00	Suppressing
3.51 – 4.50	Forcing
2.51 – 3.50	Compromising
1.51 – 2.50	Denying
1.00 – 1.50	Integrating

Taken as a whole, this group of respondent considered themselves as compromising in managing conflict arising from among their respective public elementary school teachers as a disciplinarian. This was manifested by the weighted mean of 2.66 suggesting that in settling disputes among the teachers they usually convince the parties to agree with each other by sacrificing some of

their interests for the sake of harmonious relationship and for the sake of organizational goals.

**Table 42**

**Summary of the Perceptions of the Two Groups of Respondents  
Relative to the Conflict Management Styles Used by the  
Public Elementary School Heads**

Parameters	School Heads		Teachers	
	Weighted Mean	Inter-pretation	Weighted Mean	Inter-pretation
1. As an Executive	4.11	Suppressing	3.93	suppressing
2. As a Process Manager	2.72	Suppressing	2.55	Suppressing
3. As a Public Concern	2.84	Integrating	2.82	Integrating
4. As a Career Person	3.21	Denying	3.15	Denying
5. As a Disciplinarian	2.66	Compromising	2.77	Compromising

On the other hand, the public elementary school teachers gave their independent perception on the conflict management styles used by their school heads as a disciplinarian. Accordingly, majority of their school heads were forcing accounting for 108 or 39.56 percent while 77 or 28.20 percent were integrating; 57 or 20.88 percent were compromising; 25 or 9.16 percent were denying and five or 1.83 percent were suppressing.

As a whole, the public elementary school teachers considered their elementary school heads as compromising in managing conflict arising from among them, as a disciplinarian being shown by the weighted mean of 2.77. This

suggested that from the point of view of the elementary teachers, the way their school heads settle conflicts, they usually convince the parties to agree with each other by sacrificing some of their interests for the sake of harmonious relationship and for the sake of organizational goals.

**Comparison of the Perception of the Two  
Groups of Respondents Relative to  
The Conflict Management Used  
by the Public Elementary  
School Heads**

Further, this study compared the perception of the elementary school heads and elementary school teachers relative to the conflict management styles used by the elementary school heads along the following parameters: as an executive; as a process manager; as a public concern; as a career person; and as a disciplinarian. Table 42 discloses the result of the t-test analysis to compare the aforementioned variables.

**As an executive.** It may be recalled that in the assessment of the conflict management styles used by the public elementary school heads as an executive, the two groups of respondents arrived at the following weighted means: school heads, 4.11 (suppressing) and teachers, 3.93 (suppressing). By description, the two groups of respondents unanimously arrived at the same adjectival rating, suppressing. However, by numerical rating, the two groups differed with a disparity of 0.18.



Table 43

**Result of the t-Test Analysis to Compare the Perception of the  
Two Groups of Respondents Relative to the Conflict  
Management Styles Used by Elementary  
School Heads**

Parameters	t-value	p-value	Evaluation
As an Executive	0.995	0.349	Not Significant
As a Process Manager	0.489	0.638	Not Significant
As a Public Concern	0.043	0.967	Not Significant
As a Career Man	0.137	0.895	Not Significant
As a Disciplinarian	-0.526	0.613	Not Significant

*a = .05; df = 8; t-critical =  $\pm 2.306$  (two-tailed test)*

To ascertain the significance of the noted numerical difference, the t-test for independent samples, assuming equal variance was employed. The test yielded a value of 0.995 which turned lesser than the critical value of  $\pm 2.306$  at  $\alpha = .05$  and  $df = 8$  in a two tailed test. This signified that the noted numerical disparity was not significant that signaled the acceptance of the corresponding null hypothesis to this effect. This suggested that the two groups of respondents arrived at the same assessment on the conflict management styles used in by the school heads addressing disputes arising from among the teachers along the area as an executive.

**As a process manager.** To recall the assessment of the conflict management styles used by the public elementary school heads as process manager, the two groups of respondents arrived at the following weighted means: school heads, 2.72 (suppressing) and teachers, 2.55 (suppressing). By description, the two groups of respondents unanimously arrived at the same adjectival rating, suppressing. However, by numerical rating, the two groups differed with a disparity of 0.17.

To ascertain the significance of the observed numerical disparity, the t-test for independent samples, assuming equal variance was employed. The test yielded a value of 0.489 which turned lesser than the critical value of  $\pm 2.306$  at  $\alpha = .05$  and  $df = 8$  in a two tailed test. This signified that the observed numerical disparity was not significant. This led to the acceptance of the corresponding null hypothesis to this effect. This denoted that the two groups of respondents arrived at the same assessment on the conflict management styles used in by the school heads addressing disputes arising from among the teachers along the area as a process manager.

**As a public concern.** It can be recalled that in the assessment of the conflict management styles used by the public elementary school heads as a public concern, the two groups of respondents arrived at the following weighted means: school heads, 2.84 (integrating) and teachers, 2.82 (integrating). By description, the two groups of respondents unanimously arrived at the same

adjectival rating, suppressing. However, by numerical rating, the two groups differed with a disparity of 0.02.

To ascertain the significance of the noted numerical difference, the t-test for independent samples, assuming equal variance was employed. The test yielded a value of 0.043 which turned lesser than the critical value of  $\pm 2.306$  at  $\alpha = .05$  and  $df = 8$  in a two tailed test. This signified that the noted numerical disparity was not significant that signaled the acceptance of the corresponding null hypothesis to this effect. This suggested that the two groups of respondents arrived at the same assessment on the conflict management styles used in by the school heads addressing disputes arising from among the teachers along the area as a public concern.

**As a career person.** To recall the assessment of the conflict management styles used by the public elementary school heads as a career person, the two groups of respondents arrived at the following weighted means: school heads, 3.21 (denying) and teachers, 3.15 (denying). By description, the two groups of respondents unanimously arrived at the same adjectival rating, suppressing. However, by numerical rating, the two groups differed with a disparity of 0.06.

To ascertain the significance of the noted numerical difference, the t-test for independent samples, assuming equal variance was employed. The test yielded a value of 0.137 which turned lesser than the critical value of  $\pm 2.306$  at  $\alpha = .05$  and  $df = 8$  in a two tailed test. This signified that the noted numerical disparity was not significant. This signaled the acceptance of the corresponding



null hypothesis to this effect. This indicated that the two groups of respondents arrived at the same assessment on the conflict management styles used in by the school heads addressing disputes arising from among the teachers along the area as a career person.

**As a disciplinarian.** It can be recalled that in the assessment of the conflict management styles used by the public elementary school heads as a disciplinarian, the two groups of respondents arrived at the following weighted means: school heads, 2.66 (compromising) and teachers, 2.77 (compromising). By description, the two groups of respondents unanimously arrived at the same adjectival rating, suppressing. However, by numerical rating, the two groups differed with a disparity of -0.11.

To ascertain the significance of the noted numerical difference, the t-test for independent samples, assuming equal variance was employed. The test yielded a value of -0.526 which turned lesser than the critical value of  $\pm 2.306$  at  $\alpha = .05$  and  $df = 8$  in a two tailed test. This signified that the noted numerical disparity was not significant that signaled the acceptance of the corresponding null hypothesis to this effect. This suggested that the two groups of respondents arrived at the same assessment on the conflict management styles used in by the school heads addressing disputes arising from among the teachers along the area as a disciplinarian.

In summary, the two groups of respondents unanimously arrived at the same evaluation as regards the conflict management styles used by the public

elementary school heads along the five parameters or areas of concern. This categorically suggested that the evaluation of the public elementary school heads the way they settle issues or conflicts arising from among their respective teachers was validated by the external observer, the elementary teachers who happened to be the sector that experienced how the school heads managed conflict in their respective schools.

### **Relationship Between the Personality**

#### **Traits of the Public Elementary School Heads and Their Conflict Management Styles**

Another area considered in this study was to look into the correlation between the personality traits assumed by the public elementary school heads and the conflict management styles they used. Table 44 reveals the result of the correlation analysis.

**Table 44**

#### **Relationship Between the Personality Traits of the Public Elementary School Heads and Their Conflict Management Styles**

<b>Coefficient of Correlation</b>	<b>Degree of Correlation</b>	<b>Fisher's t-value</b>	<b>Evaluation</b>
-0.091	Negligible	-0.509	Significant

*a = .05; df = 31; critical value = .349*

It can be gleaned from Table 43 that in the correlation between the personality traits manifested by the elementary school heads and the conflict

management styles they used obtained coefficient of correlation value of  $-.091$  which denoted a negligible correlation. Obviously, the coefficient suggested that there might be a relationship existing between the two aforesaid variables, in that the former influenced the latter, but such correlation may be negligible.

In order to ascertain if the computed coefficient of correlation was significant, the researcher advanced to testing it through the Fisher's t-formula. The result they arrived at a value  $-0.509$  which turned greater than the critical value of  $.349$  at  $.05$  level of significance and at  $df = 31$ . This suggested that the correlation existing between the personality traits assumed by the elementary school heads and the conflict management styles they used was significant. This gave the confidence to the researcher to reject the corresponding null hypothesis to this effect. The correlation being negative suggested an inverse correlation. That is, the higher the personality traits the school heads manifest, the more compromising they were in settling issues and conflicts arising from among their teachers.

#### **Relationship Between the Conflict Management Styles of the Public Elementary School Heads and Their Personal Profiles**

This study also looked into the relationship between the conflict management styles used by the public elementary school heads and their personal profile, namely: age; sex; civil status; birth order; educational background; teaching experience; administrative experience; number of



personnel supervised; performance rating; in-service trainings attended; average monthly income; and attitude towards work. Table 45 presents the result of the correlation analysis.

**Table 45**

**Relationship Between the Conflict Management Styles Used by the  
Elementary School Heads and Their Personal  
Profile**

<b>Personal Profile</b>	<b>Coefficient of Correlation</b>	<b>Degree of Correlation</b>	<b>Fisher's t- value</b>	<b>Evaluation</b>
Age	.186	Negligible	1.054	Significant
Sex	.153	Negligible	0.862	Significant
Civil Status	-.034	Negligible	-0.189	Not Significant
Birth Order	.291	Low	1.694	Significant
Educational Background	-.304	Low	-1.777	Significant
Teaching Experience	.129	Negligible	0.724	Significant
Administrative Experience	.173	Negligible	0.978	Significant
Personnel Supervised	.056	Negligible	0.312	Not Significant
Performance Rating	.111	Negligible	0.622	Significant
In-Service Trainings	.064	Negligible	0.357	Significant
Monthly Income	.029	Negligible	0.162	Not Significant
Attitude Towards Work	-.015	Negligible	-0.084	Not Significant

*a = .05; df = 31; critical value = .349*

Age. In associating the conflict management styles used by the public elementary school heads and their age, the coefficient of correlation yielded a value of .186 denoting a negligible correlation. Per se, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was 1.054 which turned greater than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned significant. Thus, the corresponding null hypothesis to this effect was rejected. This denoted that the conflict management style used by the school heads was significantly influenced by their age.

Sex. In associating the conflict management styles used by the public elementary school heads and their sex, the coefficient of correlation yielded a value of .186 denoting a negligible correlation. By simply looking at the degree of the correlation, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was 0.862 which turned greater than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned significant. Thus, the corresponding null hypothesis to this effect was rejected. This denoted that the conflict management style used by the school heads was significantly influenced by their sex.

**Civil status.** In associating the conflict management styles used by the public elementary school heads and their civil status, the coefficient of correlation yielded a value of .186 denoting a negligible correlation. By the degree of correlation, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was -0.189 which turned lesser than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned not significant. Thus, the corresponding null hypothesis to this effect was accepted. This denoted that the conflict management style used by the school heads was not significantly influenced by their civil status. Most likely, elementary school heads used similar conflict management style regardless of their marital status.

**Birth order.** In associating the conflict management styles used by the public elementary school heads and their birth order, the coefficient of correlation yielded a value of .291 denoting a low correlation. By simply looking at the degree of the correlation, it could be construed that there might be a correlation existing between the two variables but such was slight. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was 1.694 which turned greater than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned significant. Thus, the



corresponding null hypothesis to this effect was rejected. This denoted that the conflict management style used by the school heads was significantly influenced by their birth order.

**Educational background.** In associating the conflict management styles used by the public elementary school heads and their educational background, the coefficient of correlation yielded a value of  $-.304$  denoting a low correlation. A glimpse at the degree of the correlation, it could be construed that there might be a correlation existing between the two variables but such was slight. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's  $t$ -value was  $-1.777$  which turned greater than the critical value of  $\pm .349$  at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned significant. Thus, the corresponding null hypothesis to this effect was rejected. This denoted that the conflict management style used by the school heads was significantly influenced by their educational background.

**Teaching experience.** In associating the conflict management styles used by the public elementary school heads and their teaching experience, the coefficient of correlation yielded a value of  $.129$  denoting a negligible correlation. By simply looking at the degree of the correlation, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test

was employed whereby the computed Fisher's t-value was 0.724 which turned greater than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned significant. Thus, the corresponding null hypothesis to this effect was rejected. This denoted that the conflict management style used by the school heads was significantly influenced by their teaching experience.

**Administrative experience.** In associating the conflict management styles used by the public elementary school heads and their administrative experience, the coefficient of correlation yielded a value of .173 denoting a negligible correlation. By simply looking at the degree of the correlation, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was 0.978 which turned greater than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned significant. Thus, the corresponding null hypothesis to this effect was rejected. This denoted that the conflict management style used by the school heads was significantly influenced by their administrative experience.

**Number of personnel supervised.** In associating the conflict management styles used by the public elementary school heads and the number of personnel they supervised, the coefficient of correlation yielded a value of .056 denoting a negligible correlation. By the degree of correlation, it could be

construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was 0.312 which turned lesser than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned not significant. Thus, the corresponding null hypothesis to this effect was accepted. This denoted that the conflict management style used by the school heads was not significantly influenced by the number of personnel they supervised.

**Performance rating.** In associating the conflict management styles used by the public elementary school heads and their performance rating, the coefficient of correlation yielded a value of .111 denoting a negligible correlation. By simply looking at the degree of the correlation, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was 0.622 which turned greater than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned significant. Thus, the corresponding null hypothesis to this effect was rejected. This denoted that the conflict management style used by the school heads was significantly influenced by their performance rating.



**In-service trainings attended.** In associating the conflict management styles used by the public elementary school heads and their in-service trainings attended, the coefficient of correlation yielded a value of .064 denoting a negligible correlation. By simply looking at the degree of the correlation, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was 0.357 which turned greater than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned significant. Thus, the corresponding null hypothesis to this effect was rejected. This denoted that the conflict management style used by the school heads was significantly influenced by their in-service trainings attended.

**Monthly income.** In associating the conflict management styles used by the public elementary school heads and their monthly income, the coefficient of correlation yielded a value of .029 denoting a negligible correlation. By the degree of correlation, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's t-value was 0.162 which turned lesser than the critical value of .349 at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned not significant. Thus, the corresponding null hypothesis to this effect was accepted. This denoted that the conflict

management style used by the school heads was not significantly influenced by their average monthly income.

**Attitude towards work.** In associating the conflict management styles used by the public elementary school heads and their attitude towards work, the coefficient of correlation yielded a value of  $-.015$  denoting a negligible correlation. By the degree of correlation, it could be construed that there might be a correlation existing between the two variables but such was negligible. In order to ascertain the significance of the correlation, further test was employed whereby the computed Fisher's  $t$ -value was  $-0.084$  which turned lesser than the critical value of  $.349$  at  $\alpha = .05$  and  $df = 31$ . This suggested that the correlation existing between the two aforementioned variable turned not significant. Thus, the corresponding null hypothesis to this effect was accepted. This denoted that the conflict management style used by the school heads was not significantly influenced by their attitude towards work.

In summary, the following personal characteristics showed significant influence to the conflict management styles of public elementary school heads, namely: age; sex; birth order; educational background; teaching experience; administrative experience; performance rating; and in-service trainings attended. On the other hand, civil status, number of personnel supervised, average monthly income and attitude towards work has nothing to do with the conflict management styles used by the elementary school heads.

**Extent of Problems Encountered by  
The Respondents in Conflict  
Management**

Another area considered in this study was the problems encountered by the respondents and to the extent they felt such problems regarding conflict management. The two groups of respondents, the public elementary school heads and public elementary teachers gave their independent perceptions. Table 46 reveals the information.

The public elementary school heads gave their opinions as regards the ten identified problems they encountered in conflict management with weighted means ranging from 2.67 to 4.12. Of the ten identified problems, four were assessed by them as "highly felt" with weighted means of 4.12, 3.97, 3.97 and 3.64 corresponding to the items number 5, 4, 10 and 3 with statements stating: "The school head highly values his/her own goals and relationship with his/her teachers; he/she views conflicts as problems to be solved and seek solutions that achieves both his/her own goals and of his/her teachers in conflict;" "The school head usually seeks to compromise; he/she is willing to sacrifice part of his/her goals and relationships in order to find agreement for the common good;" "The school heads see conflicts as improving relationship by reducing tension between teachers and maintain the relationship by seeking solutions that satisfy both themselves and the other teachers' goals and he/she is not satisfied until the tensions and negative feeling are resolved;" and "The school head wants to be



Table 46

**Problems Encountered by the Elementary School Heads in  
Conflict Management as Perceived by the Two  
Groups of Respondents**

Problems Encountered	School Heads		Teachers	
	Weighted Mean	Inter-pretation	Weighted Mean	Inter-pretation
1. The school head believes it is hopeless to try to resolve conflicts; he/she stays away from the issues over which the conflict is taking place and from his/her teachers	3.03	MF	3.20	MF
2. The goals of the school head are highly important to me and relationship are of minor importance; he/she seeks to achieve his/her goals at all cost, he/she is not concerned with the needs of his/her teachers and he/she don't care if his/her teachers like or accept them	2.69	MF	3.08	MF
3. The school head wants to be accepted and liked by his/her teachers; he/she thinks that conflict should be avoided in favor of harmony and he/she believes output cannot be discussed which damages relationships	3.64	HF	3.70	HF
4. The school head usually seeks to compromise; he/she is willing to sacrifice part of his/her goals and relationships in order to find agreement for the common good	3.97	HF	3.87	HF
5. The school head highly values his/her own goals and relationship with his/her teachers; he/she views conflicts as problems to be solved and seek solutions that achieves both his/her own goals and of his/her teachers in conflict	4.12	HF	3.94	HF

Table 46 continued

Problems Encountered	School Heads		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
6. The school head feels helpless; he/she believes it easier to withdraw physically and psychologically from a conflict than to face it	2.67	MF	2.96	MF
7. The school head assumes that conflicts are settled by one teacher losing; winning is a sense of pride and achievement while losing is a sense of weakness, inadequacy, and failure	3.30	MF	3.30	MF
8. The school head is afraid that if the conflict sometimes some teacher will get hurt and that some would ruin the relationship; he/she usually gives up his/her goals to preserve the relationship	2.88	MF	3.52	HF
9. The school head persuades teachers in conflict to give up part of their goals to solve issues where both sides gain something	3.48	MF	3.65	HF
10. The school heads see conflicts as improving relationship by reducing tension between teachers and maintain the relationship by seeking solutions that satisfy both themselves and the other teachers' goals and he/she is not satisfied until the tensions and negative feeling are resolved	3.97	HF	3.87	HF
<b>Grand Weighted Mean</b>	<b>3.38</b>	<b>MF</b>	<b>3.51</b>	<b>HF</b>

<b>Legend:</b>	4.51 – 5.00	Extremely Felt	(EF)
	3.51 – 4.50	Highly Felt	(HF)
	2.51 – 3.50	Moderately Felt	(MF)
	1.51 – 2.50	Slightly Felt	(SF)
	1.00 – 1.50	Not Felt	(NF)

accepted and liked by his/her teachers; he/she thinks that conflict should be avoided in favor of harmony and he/she believes output cannot be discussed which damages relationships," respectively.

The remaining six problems, items number 9, 7, 1, 8, 2 and 6, with weighted means ranging from 2.67 to 3.48. Item number 6 obtained the least weighted mean corresponding to the statement stating, "The school head feels helpless; he/she believes it easier to withdraw physically and psychologically from a conflict than to face it."

Taken as a whole, the public elementary school teachers "moderately felt" the problems they encountered in conflict management. This was shown by the grand weighted mean of 3.38.

Too, the public elementary school teachers encountered problems in conflict management. They assessed the ten identified problems with weighted means ranging from 2.96 to 3.94; they "highly felt" six of them with weighted means of 3.94, 3.87, 3.87, 3.70, 3.65 and 3.52 corresponding to items number 5, 4, 10, 3, 9 and 8 with statements stating: "The school head highly values his/her own goals and relationship with his/her teachers; he/she views conflicts as problems to be solved and seek solutions that achieves both his/her own goals and of his/her teachers in conflict;" "The school head usually seeks to compromise; he/she is willing to sacrifice part of his/her goals and relationships in order to find agreement for the common good;" "The school heads see conflicts as improving relationship by reducing tension between teachers and



maintain the relationship by seeking solutions that satisfy both themselves and the other teachers' goals and he/she is not satisfied until the tensions and negative feeling are resolved;" "The school head wants to be accepted and liked by his/her teachers; he/she thinks that conflict should be avoided in favor of harmony and he/she believes output cannot be discussed which damages relationships;" "The school head persuades teachers in conflict to give up part of their goals to solve issues where both sides gain something;" and "The school head is afraid that if the conflict sometimes some teacher will get hurt and that some would ruin the relationship; he/she usually gives up his/her goals to preserve the relationship," respectively.

The remaining four were considered by this group of respondent as "moderately felt" corresponding to items number 7, 1, 2 and 6 with weighted means ranging from 2.67 to 3.30. Item number 6 obtained the least weighted mean with the statement stating, "The school head feels helpless; he/she believes it easier to withdraw physically and psychologically from a conflict than to face it."

Taken as a whole, the public elementary school teachers opined that they "highly felt" the problems they encountered in conflict management which was shown by the grand weighted mean of 3.51.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter portrays the outline of the significant findings in the study, the conclusions that were drawn from these findings and the corresponding recommendations that were formulated on the basis of these conclusions.

#### Summary of Findings

The following were the salient findings of this study:

1. The average age of the public elementary school heads was 50.97 years with a standard deviation of 9.07 years.
2. Among the 33 public elementary school heads, 23 or 69.70 percent were females and 10 or 30.30 percent were males.
3. Of the 33 public elementary school heads, 25 or 75.76 percent were married, five or 15.15 percent were single, and three or 9.09 percent were widowed.
4. Regarding their birth order, of the 33 public elementary school heads, 12 or 36.36 percent were 3<sup>rd</sup> child, 11 or 33.33 percent were 2<sup>nd</sup> child, 5 or 15.15 percent were 1<sup>st</sup> child, 3 or 9.10 were 4<sup>th</sup> child, and one or 3.03 percent were 5<sup>th</sup> and 6<sup>th</sup> child respectively.

5. With respect to their educational qualification, 14 or 42.42 percent had MA/MS units, nine or 27.27 percent finished Master of Arts, five or 15.15 percent finished the doctoral degree, three or 9.10 percent had doctoral units, and two or 6.06 percent finished the baccalaureate degree.

6. Concerning their teaching experience, the elementary school heads had an average length of service of 23.21 years with a SD of 10.58 years.

7. As regards to their administrative experience, the elementary school heads had a length of service of an average of 6.24 years with a SD of 4.97 years.

8. As to their number of personnel supervised, the elementary school heads had an average of 17.82 teachers with a SD of 14.48 teachers.

9. Of the 33 elementary school heads, 25 or 75.76 percent got a performance rating of "Very Satisfactory", seven or 21.21 percent got "Outstanding" and one or 3.03 got a "Satisfactory" rating.

10. Their average monthly income was Php 28,273.58.

11. The mean number of national trainings attended by the elementary school heads was pegged at 2.12 trainings with a SD of 1.50 trainings, 5.15 trainings with a SD of 4.54 trainings in the regional level, 8.79 trainings with a SD of 4.64 trainings in the division level, 12.30 trainings with a SD of 4.32 trainings in the district level, and 14.42 trainings with a SD of 4.70 trainings in the school level.



12. The 33 public elementary school heads of the Division of Samar, manifested average personality along the 16 personality factors, namely: warmth; reasoning; emotional stability; dominance; liveliness; rule-consciousness; social boldness; sensitivity; vigilance; abstractedness; privateness; apprehension; openness to change; self-reliance; perfectionism; and tension.

13. Majority of the public elementary school heads manifest average global personality along extraversion; anxiety; tough-mindedness; independence and self-control factors.

14. The following personal characteristics showed significant influence to the personality traits manifested by the public elementary school heads, namely: age; sex; civil status; educational background; number of personnel supervised; teaching experience; and administrative experience. On the other hand, birth order, performance rating; in-service trainings attended; average monthly income and attitude towards work has nothing to do with the personality traits assumed by the elementary school heads.

15. The perception of the elementary school heads and the elementary school teachers on the conflict management styles used by the school heads in the exercise of their function, arrived at the same assessment. As an executive and a process manager, they were suppressing; as a public concern, they were

integrating; as a career person, they were denying; and as a disciplinarian, they were compromising.

16. The two groups of respondents unanimously arrived at the same evaluation as regards the conflict management styles used by the public elementary school heads along the five parameters or areas of concern.

17. The correlation between the personality traits manifested by the elementary school heads and the conflict management styles they used obtained coefficient of correlation value of  $-.091$  which denoted a negligible correlation. In order to ascertain if the computed coefficient of correlation was significant, the researcher advanced to testing it through the Fisher's  $t$ -formula. The result then arrived at a value  $-0.509$  which turned greater than the critical value of  $.349$  at  $.05$  level of significance and at  $df = 31$ . This suggested that the correlation existing between the personality traits assumed by the elementary school heads and the conflict management styles they used was significant.

18. The following personal characteristics showed significant influence to the conflict management styles of public elementary school heads, namely: age; sex; birth order; educational background; teaching experience; administrative experience; performance rating; and in-service trainings attended. On the other hand, civil status, number of personnel supervised, average monthly income and attitude towards work has nothing to do with the conflict management styles used by the elementary school heads.

## Conclusions

The following conclusions were drawn based on the aforementioned findings:

1. The public elementary school heads were in their 50's and considered mature in their present position, this group was dominated by female elementary school heads, almost all of them were married, educationally qualified; had a considerable number of years in the teaching experience but considered new in the administrative position, supervise a substantial number of teachers, had a very satisfactory performance rating, attended in-service trainings in all levels, were receiving a sufficient monthly and enjoyed doing his/her work.

2. The public elementary school heads manifesting average personality traits, along primary and global factors, can be considered a well rounded person as they exercise their function as such. They possess commendable traits such as: warmth; reasoning; emotional stability; dominance; liveliness; rule-consciousness; social boldness; sensitivity; vigilance; abstractedness; privateness; apprehension; openness to change; self-reliance; perfectionism; and tension that helped them to be judicious in dealing with their subordinates

3. The personality traits manifested by the elementary school heads were determined by some of their personal characteristics such as: age; sex; civil



status; educational background; number of personnel supervised; teaching experience; and administrative experience. Therefore enhancement of their characteristics should be considered along the identified variates that influenced significantly their traits.

4. The way the elementary school heads viewed their conflict management styles used was validated by how their teachers looked at them. Thus, they arrived at the same evaluation. The teachers confirmed how the school heads looked at themselves.

5. Like the personality traits manifested by the elementary school heads, their conflict management styles were influenced by some of their personal characteristics also such as: age; sex; birth order; educational background; teaching experience; administrative experience; performance rating; and in-service trainings attended. Any programs designed to develop this area must consider the personal characteristics that significantly influence the same.

6. Personality traits determines also the kind of conflict management style the school head use in addressing conflicting issues arising from among their subordinates.

7. Public elementary school heads need to undergo training on personality traits and conflict management styles to enhance their management capabilities to help improve school performance.

### **Recommendations**

Based on the findings and conclusions of this study, the following were the recommendations:

1. To improve the personality traits and conflict management styles of public elementary school heads, the Samar Division Office should provide a series of training programs with emphasis on conflict management styles as an executive, a process manager, a public concern, career person, and disciplinarian. Likewise, qualified teacher in-charge, head teachers should be given similar training program to prepare them in promotion to principal positions.

2. Although the elementary school heads were qualified, those that did not met the basic requirements, it is recommended that the pursue a masteral degree for their professional advancement.

3. Inasmuch as the public elementary school heads manifested average personality traits, these should be enhanced. Hence, the proposed Personality Development Training Model is strongly recommended for use.

4. Conflict arises when the personal interest of a certain individual contradicts with the organizational goal and this cannot be avoided particularly in the DepEd. Therefore, public elementary school heads should be given more orientation or training regarding managing conflict and this should be included in any personality development program that the DepEd will conduct for them.

5. School heads should be encouraged to continue with their search for advance learning through enrolling in a formal graduate or post-graduate program and/or through attendance to a training that would totally develop their person.

6. A sequel study be conducted among the public elementary school heads considering other factors on personality and conflict managing conflict to validate the findings of this study.

7. Another study be conducted widening the scope in order to come up a general view of the personality traits of the elementary school heads.



## Chapter 6

### PERSONALITY DEVELOPMENT TRAINING MODULE

#### 1. THE TRAINING MODULE

##### A. Introduction

Training is an intervention which attempts to improve a person's competence at a task. It is deliberately done to fill the narrow gap between present and preferred performance of a job. Training is job-related. It prefers men to perform efficiently in their present job. For the organization, it spells more/most effective operations.

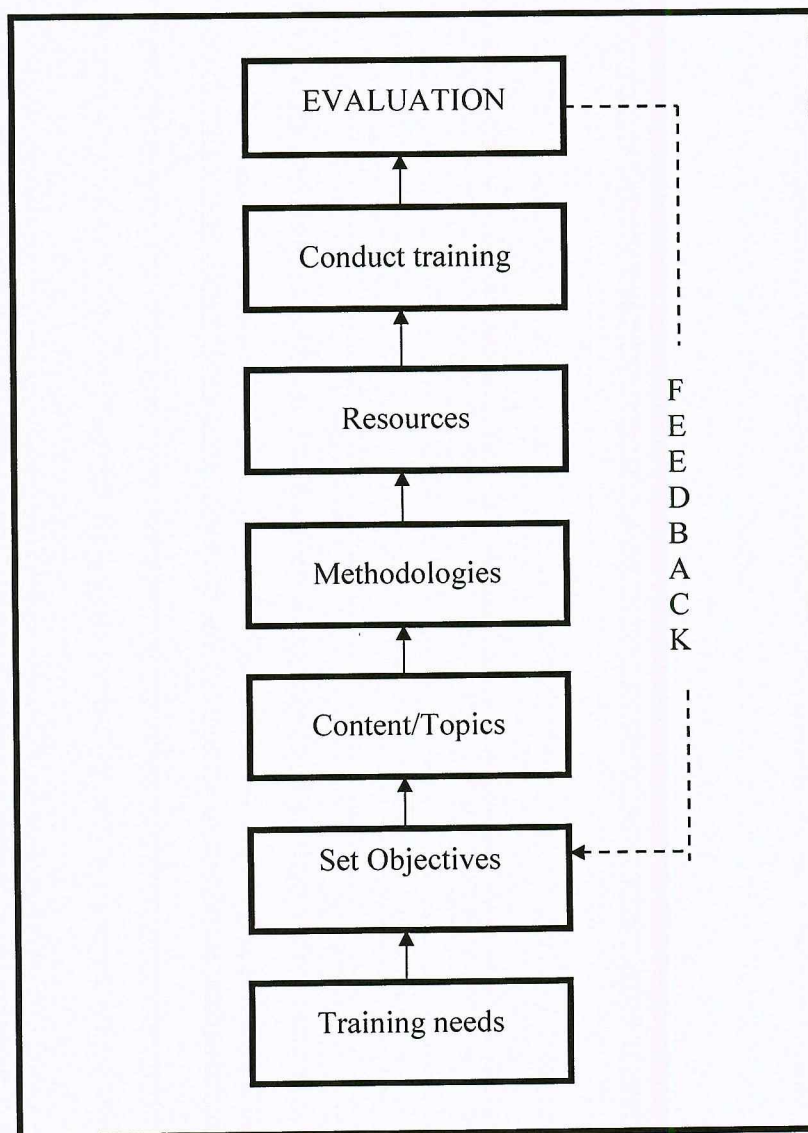
One of the ways by which an organization renews itself to enable it to respond to emerging needs and demands is through training. Training is, thus, an intervention scheme that is intended to change people's ways of doing things. In the nature of introducing new technology or an innovation, training can be viewed as a process of social change. It entails discarding outdated facts and information, outmoded ways of doing things, and incongruent values and old norms. This is done in order meet emerging needs and requirements and new goals and objectives of the organization.

Creating a good training design involves careful preparation. It calls for knowledge of different events/activities to undertake as well as skills in analyzing systematically these events.

The task of designing training program can be facilitated by the use of a model. A model represents, in a simplified form, major elements/components and the relationship of these elements/components in a system. It is a framework that points out what the task is and something against which one can measure performance.

#### B. The Events/Activities in Designing a Training Model

The training model below is the training model used by the researcher.



The initial activity of the model is the identification of currently existing training needs. Needs identification is the key to an effective training program. This statement clearly implies that the identified training needs should be the heart of the training. As such, a designer should begin the process of designing training program by establishing a detailed and accurate list of training needs.

Needs refers to the gap or difference between expected/required job performance and actual job performance. This gap could be interpreted as what one does not know or is not able to do. This level of performance is also known as discrepancy. Discrepancies define needs. Needs identification, therefore is the process of determining or identifying discrepancies in job performance or trainees or participants.

The identification of a need may lead to a decision to conduct training. If the analysis of identified needs points to training as an intervention to improve job performance or solve a gap/problem, then we have what is referred to as training needs. A training need, therefore, is an outline of desired skills and abilities to be developed over time in order to improve present performance of a job.

## **2. Set Objectives**

These are statements of what are to be accomplished by the training program. The objectives arise from the training needs identified in the previous event.



### 3. Content/Topics

Given the objectives, the next event focuses on the content to be included and how it should be sequenced. The content spells what is to be learned so that the objectives that have been set could be realized.

### 4. Methodologies

Closely related to the content, is the section on methodologies. There are guidelines to adhere in matching methodologies and content.

The selection of a particularized method takes into consideration the following:

- a. The goals – the methods must be congruent with the learning domain of the desired objectives;
- b. The client – the methods do not jeopardize the physical and psychological comfort of the participants;
- c. The trainer – should be competent, comfortable, and confident with the methods and the design. The methods should be congruent with the trainer's values about people and the learning process;
- d. The situation – methods should consider: the time available for training, advantages and disadvantages of the physical setting, the budgetary limits; the resources available, and the limits imposed by the organization or client; and,
- e. Applied learning theory – methods should be used that: maximize training participation, accomplish multiple learning simultaneously, are

problem-oriented vis-à-vis subject oriented, i.e., involvement, practical real answers, immediate results, are close to the real life situation of the participants, are here-now experiences because it assures that everyone will know what is being talked about, and that the experiences will be fresh and distinct, maximizes the autonomy and uniqueness of the learner, and recognize differences in learning styles.

## 5. Resources

a. Financial resources – the amount that will be used in the training will depend on the following:

- Number of training days
- Materials and equipment that will be used in the conduct of the training
- The honorarium of the invited resource speakers
- The venue and food to be served during the training
- The sponsor of the training program

b. Material Resources - Supplies and Equipment

Each training activity must be provided with adequate supplies and training equipment to ensure effectiveness in attaining objectives. The type of supplies and equipment can be determined through the following:

5.1 Amount and type of training supplies will be based on the:

- number of training days;

- number of participants;
- type of training outputs; and
- methodology to be used.

5.2 Type of equipment to be used will be based on:

- methodology to be used; and
- training activities.

## **6. Conduct Training**

These events are activities undertaken after the training program has been designed. At this stage, the design that has been developed is being put into action. The inclusion of these events underscores that the task of the designer is more than just preparing the plan. Furthermore, these events bring forth inputs to the designing process. It is only when the training is conducted that the design could be put to a test as to whether it meets the requirements it has set to apply.

## **7. Evaluation and Feedback**

Evaluation is an event in the model that is interrelated to all other events, from the establishment of training needs to the conduct of the training program. It is built into all the events as part of the process of designing training programs.

On the other hand, feedback is a method of receiving or giving information about behavior. Every trainer should provide for participation by the trainees in every session he gives but this will provide knowledge of progress



only up to a point. It is also necessary to incorporate in the programme some sessions which are specifically designed to let both the trainee and the trainer know what is being achieved. These are formal tests or sessions which incorporate an element of test. The training sessions which provide most knowledge of progress are those which stimulate the work situation, e.g. role play, syndicate and group exercises, business games, projects, etc.

## **C. THE TRAINING PROGRAM**

### **I. Introduction**

Personality Development quintessentially means enhancing and grooming one's outer and inner self to bring about a positive change to your life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening one's scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbuing oneself with positivity, liveliness and peace.

The whole process of this development takes place over a period of time. Even though there are many crash courses in personality development that are made available to people of all age groups, implementing this to your routine and bringing about a positive change in oneself takes a considerable amount of time.

Personality development is gaining more and more importance because it enables people to create a good impression about themselves on others; it helps them to build and develop relationships, helps in your career growth and also helps to improve your financial needs.

After all, personality development is nothing but a tool that helps you realize your capabilities and your strengths making you a stronger, a happier and a cheerful person.

## **II. Objectives**

General objective:

To enhance the specific personality traits of the elementary school heads in order to manage the conflict effectively.

Specific Objectives:

1. To re-orient conflict management and organizational processes;
2. To enhance personality traits of the elementary school heads through the well-rounded training program;
3. To improve the harmonious relationships among teachers and elementary school heads; and
4. To clarify and redirect personality traits of the elementary school heads essential in their supervisory functions and in dealing with conflicts arising from among their teachers.

### III. Content/Topics

1. Managing Conflict
2. The 16 Personality Traits
3. The Relationship of the Personality Traits and Conflict

management Styles

4. The Relationship of the Personality Traits and the Five Areas of Educational Administration

### IV. Methodology

The many training methods available for use with adults tend to group themselves into the following ten categories:

1. Presentations
  - a. Lectures
  - b. Forms
  - c. Panels
  - d. Presentations
  - e. Slides, Films, Mass Media
  - f. Demonstrations
    - Characterized by one-way communication
    - Best for knowledge learning objectives
    - Useful for information-giving to large groups
2. Demonstrations
  - Most useful for skills learning objectives
  - More effective when learners participate
3. Reading
  - Best for knowledge learning objectives
  - Almost limited to information-giving
  - No control over whether learners reads, Or how he applies what her reads
4. Drama
  - Primarily for knowledge learning objectives but may influence attitudes
  - Learner participation limited
5. Discussions
  - Good for knowledge learning objectives



- Small and large groups discussions
- Conversations, etc.
- 6. Case Studies
  - Requires learner to use judgment in the application of knowledge or experience
- High degree of learner participation
- Trainer must facilitate without controlling
- 7. Graphics
  - Good for team building
  - Improve attitude learning objectives
  - Less applicable for knowledge objectives
- 8. Role Play
- 9. Games
- 10. Independent Study

## **V. Resources**

### **a. Financial Resources**

Php60,000 – Food and venue

Php30,000 – Honorarium for the Resource Speakers

Php10,000 – Materials (Manila paper, Pentel Pen, Pencil, etc.)

### **b. Equipment**

LCD Projector, Lap Top Computer, White Board, etc.

## **VI. Training Schedule**

### **Day 1**

- |             |   |                                                  |
|-------------|---|--------------------------------------------------|
| 8:00 -9:30  | - | Registration                                     |
| 9"30 -10:00 | - | Opening Program                                  |
| 10:00-12:00 | - | Lecture/Discussion: Revisiting the Department of |

Education and Culture Mission, Vision and Core  
Values

- |            |   |                                                                         |
|------------|---|-------------------------------------------------------------------------|
| 12:00-1:00 | - | Lunch Break                                                             |
| 1:00-3:00  | - | Workshop: Realigning Personal Interest with the<br>Organizational Goals |
| 3:00-3:30  | - | Break                                                                   |
| 3:30-5:00  | - | Lecture/Discussion: Managing Conflict and<br>Organizational Processes   |

**Day 2**

- |             |   |                                                                                                       |
|-------------|---|-------------------------------------------------------------------------------------------------------|
| 8:00-8:30   | - | Opening Program                                                                                       |
| 8:30-10:30  | - | Lecture/Discussion: Orientation of the 16-Personality<br>Factor Implications to Supervisory Functions |
| 10:30-12:00 | - | Lecture/Discussion: Personality Traits Clarification                                                  |
| 12:00-1:00  | - | Lunch Break                                                                                           |
| 1:00-3:00   | - | Workshop: Personality Development Workshop                                                            |
| 3:00-3:30   | - | Break                                                                                                 |
| 3:30-5:00   | - | Workshop: Personality Traits Redirection                                                              |
- Commitment
- Closing Ceremonies

## VII. Evaluation

### EVALUATION SHEET

Please evaluate this training by circling the appropriate number.

TRAINING PROGRAM	Excellent	Good	Fair	Poor
4                      3            2            1				
1. Overall evaluation of this training	4	3	2	1
2. How well session objectives were met	4	3	2	1
3. Extent the training has met your needs so far	4	3	2	1
4. Relevance of content to you	4	3	2	1
5. Application to current job/organization	4	3	2	1
6. Usefulness of handouts/reading materials	4	3	2	1
7. Methods of training used	4	3	2	1
8. Opportunities to participate in discussions	4	3	2	1
9. Logistics				
a. Meals	4	3	2	1
b. Accommodations	4	3	2	1

### RESOURCE PERSON

1. _____				
Overall performance	4	3	2	1
Knowledge of subject	4	3	2	1
Presentation skills	4	3	2	1
Ability to respond to questions	4	3	2	1
2. _____				
Overall performance	4	3	2	1
Knowledge of subject	4	3	2	1
Presentation skills	4	3	2	1
Ability to respond to questions	4	3	2	1
3. _____				
Overall performance	4	3	2	1
Knowledge of subject	4	3	2	1
Presentation skills	4	3	2	1
Ability to respond to questions	4	3	2	1



## OTHERS:

1. What were your most meaningful learnings from this training?

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2. Suggestions to improve future trainings.

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January 2011



## A P P E N D I C E S

**APPENDIX A**

(Proposed 3 Titles of the Study)

**APPENDIX B**

(Proposed Title of the Study)



**APPENDIX C**

(Assignment of Adviser)

**APPENDIX D**

Republic of the Philippines  
Commission on Higher Education  
Samar State University  
COLLEGE OF GRADUATE STUDIES  
Catbalogan, Samar

December 28, 2010

DR. FRUCTUOSO C. BALITON  
Principal II  
Atty. Roque Marcos Memorial National High School  
La Paz, Leyte Division

Sir:

In connection with my approved research proposal entitled "PERSONALITY TRAITS IN RELATION TO CONFLICT MANAGEMENT STYLES OF ELEMENTARY SCHOOL HEADS: BASES FOR A PROPOSED DEVELOPMENT TRAINING MODEL", as a Doctoral Dissertation for the degree of Doctor of Philosophy (Ph. D.), I have the honor to request permission to utilize your survey questionnaire on conflict management styles that will be used in my study.

Anticipating for your favorable approval on this request and assuring you of my unending gratitude.

Very truly yours,

(SGD.) MRS. ADELFA I. MENDOZA  
Graduate Student

APPROVED:

(SGD.) DR. FRUCTUOSO C. BALITON  
Principal II

**APPENDIX E**

Republic of the Philippines  
Commission on Higher Education  
Samar State University  
COLLEGE OF GRADUATE STUDIES  
Catbalogan, Samar

December 30, 2010

DR. SARAH T. APURILLO, CEO VI  
Schools Division Superintendent  
Leyte Division  
Government Center, Palo, Leyte

Madam:

In connection with my approved research proposal entitled: "PERSONALITY TRAITS IN RELATION TO CONFLICT MANAGEMENT STYLES OF PUBLIC ELEMENTARY SCHOOL HEADS: BASES FOR A PROPOSED PERSONALITY DEVELOPMENT TRAINING MODEL", as a doctoral dissertation for the degree, Doctor of Philosophy (Ph. D.) at the Samar State University, Catbalogan, Samar, I have the honor to request permission to make a dry run of my questionnaire on conflict management styles in Capoocan I Elementary School for teacher-respondents, and the school heads of Area II, Leyte Division for school head-respondents. This dry run is intended to validate the said instruments and secure comments and suggestions from the said respondents to improve said instrument.

Anticipating for your favorable approval and ensuring you of my unending gratitude.

Very truly yours,

(SGD.) MRS. ADELFA I. MENDOZA  
Graduate Student

APPROVED:

(SGD.) SARAH T. APURILLO, CEO VI  
Schools Division Superintendent



**APPENDIX F**

Republic of the Philippines  
Samar State University  
COLLEGE OF GRADUATE STUDIES  
Catbalogan, Samar

December 30, 2010

The Schools Division Superintendent  
Department of Education  
Division of Samar  
Catbalogan, Samar

Sir:

My warm greetings of a good day to you!

I have the honor to request permission from your good office to field my questionnaire among the Central Principals, Teachers of all Districts in the Division of Samar for my dissertation study entitled "Personality Traits in Relation to Conflict Management Styles of Public Elementary School Heads: Bases for a Proposed Personality Development Training Model".

Anticipating for your favorable approval on the request and assuming you of my unending gratitude.

Very truly yours,

(SGD.) MRS. ADELFA I. MENDOZA  
Researcher

Recommending Approval:

MARILYN D. CARDOSO, Ph. D.  
Dean, College of Graduate Studies

Approved:

ALFREDO D. DACURO, Ph. D.  
Schools Division Superintendent

**APPENDIX G**

Republic of the Philippines  
Commission on Higher Education  
Samar State University  
COLLEGE OF GRADUATE STUDIES  
Catbalogan, Samar

**QUESTIONNAIRE FOR ELEMENTARY SCHOOL PRINCIPAL/HEAD  
TEACHER**

January 7, 2011

Dear Respondent:

Greetings!

The undersigned request your wholehearted cooperation by answering the attached questionnaire in connection with her study entitled "PERSONALITY TRAITS IN RELATION TO THE CONFLICT MANAGEMENT STYLES OF ELEMENTARY SCHOOL HEADS: BASES FOR A PROPOSED PERSONALITY DEVELOPMENT TRAINING MODEL" as one of the requirements for the degree, Doctor of Philosophy (Ph. D.), major in Educational Management at the Samar State University, Catbalogan, Samar.

In this connection, I would like to seek your assistance through your objective evaluation concerning your own Conflicting Management Styles. Please don't leave any question unanswered. Rest assured that all information given in this study will be treated with strict confidentiality and shall be presented in tabular/statistical form only with reference to a particular person.

Thank you for your support and cooperation.

Very truly yours,

(SGD.) MRS. ADELFA I. MENDOZA  
Researcher

## Part I - PERSONAL PROFILE (For School Heads)

Direction: Please write your answer in the space or blank provided.

Name (Optional): \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Civil Status:

\_\_\_\_\_ Single  
 \_\_\_\_\_ Married  
 \_\_\_\_\_ Widow/Widower  
 \_\_\_\_\_ Separated

Educational background:

\_\_\_\_\_ Ph. D./Ed. D.  
 \_\_\_\_\_ MA/MAEd/MS Graduate with  
 Doctoral Units  
 \_\_\_\_\_ MA/MAEd/MS Graduate  
 \_\_\_\_\_ College Graduate with MA/MAEd/MS  
 \_\_\_\_\_ College Graduate

Units

Birth Order: 1<sup>st</sup> Child \_\_\_\_\_  
 2<sup>nd</sup> Child \_\_\_\_\_  
 3<sup>rd</sup> Child \_\_\_\_\_  
 Others: \_\_\_\_\_

Number of Years in Teaching Experience \_\_\_\_\_

Number of Years in Administrative Experience \_\_\_\_\_

Number of Personnel Supervised \_\_\_\_\_

Performance Ratings (2009-2010) \_\_\_\_\_

In-Service Trainings Attended:

Level	Number of Times	Number of Days
National	_____	_____
Regional	_____	_____
Division	_____	_____
District	_____	_____
School	_____	_____

Average Monthly Income: \_\_\_\_\_



## II. ATTITUDE TOWARDS WORK

Direction: Below are indicators of your attitude towards work. Which ones are true to you? Check in the opposite box the indicator representing your attitude using the scale below:

- |   |                   |      |
|---|-------------------|------|
| 5 | Strongly Agree    | (SA) |
| 4 | Agree             | (A)  |
| 3 | Neutral           | (N)  |
| 2 | Disagree          | (D)  |
| 1 | Strongly Disagree | (SD) |

Attitude Statements	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)
1. I enjoy doing my work					
2. I anticipate each working day with excitement and enthusiasm					
3. I like managing teachers; I do not have any dull moments with them					
4. I enjoy doing the routine activities of an administrator					
5. I prefer to stay in the DepEd even if there is an opportunity for me to work abroad					
6. I do not mind difficulties related to my work and I am challenged to manage scarce resources					
7. I do not want to be absent from my work, as much as possible					
8. I do my best to improve my educational unit					
9. I like dealing with my teachers and giving advices to their concerns					
10. I find no problem with my higher superiors and with my peers					

### III. CONFLICT MANAGEMENT STYLES OF SCHOOL HEADS

Direction: Please put a check in the space provided to indicate the action you will take if confronted with the situation.

#### A. As an Executive

1. Mrs. Linda Abad, a Grade VI Teacher, has no helper at home. She brings to school her 3-year old girl to sit in the class.

- ☐ a. Tell her to take a leave of absence.
- ☐ b. Tell her to have a student relative in class take care of her child.
- ☐ c. Stop the practice.
- ☐ d. Close your eyes and allow it.
- ☐ e. Let her propose for a solution to her problem.

2. You discover that most of the teachers just sign the office/administrative orders and memoranda being passed around. You want them to be aware of existing policies, administrative/office orders and memoranda.

- ☐ a. Give tests on memoranda, orders, and unnumbered letters.
- ☐ b. Reproduce these and furnish copies to teachers.
- ☐ c. Encourage teachers to take note and keep a record of passed office/administrative orders, and memoranda.
- ☐ d. Close your eyes and tolerate their practice.
- ☐ e. Call a meeting and take up the matter.

3. You are to recommend one of your teachers for promotion. You are undecided between two of your teachers who obtained a tie in the rank list. Other things being equal, however, Teacher A is ten years older than Teacher B.

- ☐ a. Recommend Teacher B.
- ☐ b. Convince Teacher B who is younger to give way.
- ☐ c. Recommend Teacher A.
- ☐ d. Recommend both of them.
- ☐ e. Let a committee decide over the matter.

4. Miss Maria has been a Grade One Teacher for five years. Despite her efforts to improve her teaching, her performance rating is just Satisfactory. She refuses to be transferred to another grade level.

- ☐ a. Transfer her to another grade level.
- ☐ b. Study her other potentials before further action.

- \_\_\_\_\_ c. Just let her stay as Grade One Teacher.
- \_\_\_\_\_ d. Let her work at her own rate.
- \_\_\_\_\_ e. Discuss the problem tactfully with her.

5. A politician's friend who is an insurance agent wants to meet the teachers during class hours.

- \_\_\_\_\_ a. Refuse agent's request.
- \_\_\_\_\_ b. Grant agent's request anytime.
- \_\_\_\_\_ c. Ask the agent to show permit from the higher authorities.
- \_\_\_\_\_ d. Tell agent to show permit from the higher authorities.
- \_\_\_\_\_ e. Suggest a session at your convenience.

#### B. As a Process Manager

1. You have some teachers who are confronted with classroom management difficulties. You want to help them.

- \_\_\_\_\_ a. Furnish them sample problems on classroom management together with possible solutions.
- \_\_\_\_\_ b. Conduct a meeting, present typical classroom management problems and cooperatively solve them.
- \_\_\_\_\_ c. Individually, help them solve their classroom management difficulties.
- \_\_\_\_\_ d. Provide opportunities for collective problem solving and learning.
- \_\_\_\_\_ e. Supervise and challenge them to solve their problems.

2. Some teachers find it necessary to engage in small business to augment their income. They sell their wares in school among school personnel even during school hours.

- \_\_\_\_\_ a. Allow the practice but after class hours only.
- \_\_\_\_\_ b. Cite Presidential Decree No. 6 during meetings.
- \_\_\_\_\_ c. Allow the practice.
- \_\_\_\_\_ d. Confer with the concerned teachers privately.
- \_\_\_\_\_ e. Report the practice to the proper authorities.

3. Despite your warnings to a certain teacher not to pinch or whip erring pupils, one day an irate parent comes to your office with a badly bruised child.

- \_\_\_\_\_ a. Arrange a dialogue with them in your presence.
- \_\_\_\_\_ b. Confer with the parent and teacher separately.
- \_\_\_\_\_ c. Ignore the whole thing.



- \_\_\_\_\_ d. Investigate the matter seriously.
- \_\_\_\_\_ e. Let the two settle the matter by themselves.

4. Mr. Van is a strict teacher. He does not tolerate tardiness. One morning, 8 students were refused admittance for coming late.

- \_\_\_\_\_ a. Abide by the teachers situation.
- \_\_\_\_\_ b. Remind him of his accountability of pupils' whereabouts.
- \_\_\_\_\_ c. Intercede on behalf of the pupils.
- \_\_\_\_\_ d. Have a dialogue with the teacher and the students and settle the problem.
- \_\_\_\_\_ e. Refer him to your immediate superior.

5. The school janitor usually comes to school late and goes home early. Sometimes he does not do his duties.

- \_\_\_\_\_ a. Tolerate his ways.
- \_\_\_\_\_ b. Have a dialogue with him.
- \_\_\_\_\_ c. Ignore the matter.
- \_\_\_\_\_ d. Tell him that you are concerned with his job.
- \_\_\_\_\_ e. Recommend his dismissal.

#### C. As a Public Concern

1. The PTCA officials petition for the change of a Grade Four Teacher due to alleged misbehavior and favoritism.

- \_\_\_\_\_ a. Investigate the matter, weigh facts carefully, then give proper action.
- \_\_\_\_\_ b. Ignore the petition.
- \_\_\_\_\_ c. Arrange a dialogue with the PTCA officials and the teacher in your presence.
- \_\_\_\_\_ d. Report the matter to higher officials for them to decide.
- \_\_\_\_\_ e. Grant the request.

2. At the General PTCA meetings, only a handful of parents attend inspite of written invitation from you.

- \_\_\_\_\_ a. Endeavor to visit parents at home before calling another meeting.
- \_\_\_\_\_ b. Just don't mind their absences.
- \_\_\_\_\_ c. Talk with the PTCA officers and solve the problem.
- \_\_\_\_\_ d. Don't admit students whose parents failed to attend.
- \_\_\_\_\_ e. Call PTCA Officers' Meeting only as requested.

3. A Barangay Fiesta is to be held where your school is located but it is a school day. The Barangay Council requests your cooperation.

- \_\_\_\_\_ a. Cooperate with the other teachers but after consultation with higher officials.
- \_\_\_\_\_ b. Promise your help alone since it is a school day.
- \_\_\_\_\_ c. Have a meeting with the teachers and discuss the matter.
- \_\_\_\_\_ d. Decline the request and give the reason why.
- \_\_\_\_\_ e. Accept the request graciously.

4. A large big pen located near the school buildings emits odor which is unhealthful to the students. But the owner is a prominent school benefactor.

- \_\_\_\_\_ a. Report the matter to health authorities.
- \_\_\_\_\_ b. Ignore the situation.
- \_\_\_\_\_ c. Discuss the problem with the owner for a possible solution.
- \_\_\_\_\_ d. Ask somebody to take up the matter with him.
- \_\_\_\_\_ e. Talk tactfully with the owner.

5. At the end of the school year, the highest achiever in First Year is a niece of the class adviser. The parent of the second highest achiever comes to your office to complain about favoritism in the selection of honors.

- \_\_\_\_\_ a. Investigate the matter carefully.
- \_\_\_\_\_ b. Confer with the teacher concerned.
- \_\_\_\_\_ c. Resolve the problem with the presence of both parties.
- \_\_\_\_\_ d. Let the parent talk with the teacher.
- \_\_\_\_\_ e. Explain the matter to the parent using records.

#### D. As a Career Person

1. Mr. Santos has been observed as a "misfit" in the profession. He seems not to fit to teach in the classroom neither to work in the office.

- \_\_\_\_\_ a. Let him do some janitorial job.
- \_\_\_\_\_ b. Have a dialogue with him.
- \_\_\_\_\_ c. Recommend his dismissal.
- \_\_\_\_\_ d. Ignore everything and allow him to stay.
- \_\_\_\_\_ e. Persuade him to look for another job.

2. Miss Pearson is 62 years old. She has lost her vigor and interest in teaching so she resorts to copying her previous lesson plans.

- \_\_\_\_\_ a. Allow her to do that.
- \_\_\_\_\_ b. Sincerely talk with her and find out why she behaves that way.

- \_\_\_\_\_ c. Encourage her to retire.
- \_\_\_\_\_ d. Assign her to a new grade level of her interest.
- \_\_\_\_\_ e. Have a dialogue with her.

3. Some teachers refuse to subscribe to professional magazines.

- \_\_\_\_\_ a. Use other school funds to pay their subscriptions.
- \_\_\_\_\_ b. Have a dialogue with them.
- \_\_\_\_\_ c. Require them to subscribe.
- \_\_\_\_\_ d. Leave it up to them.
- \_\_\_\_\_ e. Emphasize professional growth.

4. Miss Taft is an outstanding teacher. In a service Training Program, there is a need for a demonstration teacher. She refuses to demonstrate.

- \_\_\_\_\_ a. Give credence to her alibi.
- \_\_\_\_\_ b. Have a dialogue with her.
- \_\_\_\_\_ c. Tell her to demonstrate.
- \_\_\_\_\_ d. Force her to demonstrate.
- \_\_\_\_\_ e. Give her incentives to demonstrate.

5. Some teachers have formed the habit of having some unnecessary absences of 2 to 3 or more days in a month to the detriment of the students. Short term substitutes cannot be hired.

- \_\_\_\_\_ a. Ignore the absence.
- \_\_\_\_\_ b. Discuss for a possible solution with them.
- \_\_\_\_\_ c. Require the teacher to file leave of absence for 15 days or more.
- \_\_\_\_\_ d. Request vacant teachers to handle their classes.
- \_\_\_\_\_ e. Have a dialogue with them.

#### E. As a Disciplinarian

1. You want to encourage the teachers to grow professionally and improve their competence to educational leadership. Some of them have negative attitudes toward such improvement and shun leadership.

- \_\_\_\_\_ a. Have a dialogue with them.
- \_\_\_\_\_ b. Tell them openly that their negative attitudes will affect their performance.
- \_\_\_\_\_ c. Praise those who possess the negative attitude.
- \_\_\_\_\_ d. Recognize and give credit to teachers who are growing professionally.
- \_\_\_\_\_ e. Ignore their negative attitudes.



2. Some teachers are enrolled in Saturday classes. They asked permission that they be dismissed earlier on Friday afternoons to allow them to go home and be in their classes early the following day.

- \_\_\_\_\_ a. Discuss the matter tactfully with the teachers.
- \_\_\_\_\_ b. Refer the matter to your immediate superior.
- \_\_\_\_\_ c. Make excuses for them when caught.
- \_\_\_\_\_ d. Tell them to observe official time.
- \_\_\_\_\_ e. Allow them.

3. Seminar-workshop was held at your school where all Grades V and VI teachers were supposed to attend. Five teachers failed to attend and they did not have your permission.

- \_\_\_\_\_ a. Have a dialogue with them.
- \_\_\_\_\_ b. Report them to your immediate superior.
- \_\_\_\_\_ c. Just issue their certificate of attendance.
- \_\_\_\_\_ d. Reprimand them and let them explain the reason.
- \_\_\_\_\_ e. Ignore their absence.

4. Some teachers shun involvement in in-service training activities and their attendance is only for compliance.

- \_\_\_\_\_ a. Call a meeting and discuss the matter with them.
- \_\_\_\_\_ b. Enforce strict attendance and participation.
- \_\_\_\_\_ c. Conduct trainings on subject areas needed by the majority.
- \_\_\_\_\_ d. Involve every teacher in planning and in carrying out in-service training activities.
- \_\_\_\_\_ e. Just let them do what they want.

5. You requested your teachers to make researches on latest curriculum development, trends, and policies. Most of them are against the idea.

- \_\_\_\_\_ a. Discuss the matter tactfully with them.
- \_\_\_\_\_ b. Compel them to make researches.
- \_\_\_\_\_ c. Praise publicly those who made researches.
- \_\_\_\_\_ d. Give due credit to teachers who make researches.
- \_\_\_\_\_ e. Do not mind their attitudes.

#### Part IV. PROBLEMS IN CONFLICT MANAGEMENT

Direction: Below are possible problems encountered by school heads in resolving conflicts. Which ones did you encounter? To what extent did you feel it? Check the box opposite each problem using the guide below:

- 5 - Extremely Felt (EF)  
 4 - Highly Felt (HF)  
 3 - Moderately Felt (MF)  
 2 - Slightly Felt (SF)  
 1 - Not a Problem (NP)

PROBLEMS	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NP)
1. I believe it is hopeless to try to resolve conflicts; I stay away from the issues over which the conflict is taking place and from my teachers.					
2. My goals are highly important to me and relationship are of minor importance; I seek to achieve my goals at all cost, I am not concerned with the needs of my teachers and I don't care if my teachers like or accept them.					
3. I want to be accepted and liked by my teachers; I think that conflict should be avoided in favor of harmony and I believe put cannot be discussed which damaging relationships.					
4. I usually seek to compromise; I am willing to sacrifice part of my goals and relationship in order to find agreement for the common good.					
5. I highly value my own goals and relationship with my teachers; I view conflicts as problems to be solved and seek solutions that achieves both the own goals and that of my teachers in conflict.					

6. I feel helpless; I believe it is easier to withdraw physically and psychologically from a conflict than to face it.					
7. I assume that conflicts are settled by one teacher losing; winning is a sense of pride and achievement while losing is a sense of weakness, inadequacy, and failure.					
8. I am afraid that in conflict sometimes some teacher will get hurt and that some would ruin the relationship; I usually give up my goals to preserve the relationship.					
9. I persuade teachers in conflict to give up part of their goals to solve issues where both sides gain something.					
10. I see conflicts as improving relationships by reducing tension between teachers and maintain the relationship by seeking solutions that satisfy both themselves and the other teachers' goals and I am not satisfied until the tensions and negative feeling are resolved.					



## APPENDIX H

Republic of the Philippines  
Commission on Higher Education  
Samar State University  
COLLEGE OF GRADUATE STUDIES  
Catbalogan, Samar

## QUESTIONNAIRE FOR ELEMENTARY SCHOOL TEACHERS

January 7, 2011

Dear Respondent:

Greetings!

The undersigned request your wholehearted cooperation by answering the attached questionnaire in connection with her study entitled "PERSONALITY TRAITS IN RELATION TO THE CONFLICT MANAGEMENT STYLES OF ELEMENTARY SCHOOL HEADS: BASES FOR A PROPOSED PERSONALITY DEVELOPMENT TRAINING MODEL" as one of the requirements for the degree, Doctor of Philosophy (Ph. D.), major in Educational Management at the Samar State University, Catbalogan, Samar.

In this connection, I would like to seek your assistance through your objective evaluation concerning the Conflicting Management Styles of your school head. Please don't leave any question unanswered. Rest assured that all information given in this study will be treated with strict confidentiality and shall be presented in tabular/statistical form only with reference to a particular person.

Thank you for your support and cooperation.

Very truly yours,

(SGD.) MRS. ADELFA I. MENDOZA  
Researcher

## Part I – PERSONAL PROFILE (For Elementary School Teachers)

Direction: Please write your answer in the space or blank provided.

Name (Optional): \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

## Part II. CONFLICT MANAGEMENT STYLES OF YOUR SCHOOL HEAD

Direction: Please put a check in the space provided to indicate the action that your school head will take if confronted with the situation.

### A. As an Executive Position

1. Mrs. Linda Abad, a Grade VI Teacher, has no helper at home. She brings to school her 3-year old girl to sit in the class.

- \_\_\_\_\_ a. Tell her to take a leave of absence.
- \_\_\_\_\_ b. Tell her to have a student relative in class take care of her child.
- \_\_\_\_\_ c. Stop the practice.
- \_\_\_\_\_ d. Close your eyes and allow it.
- \_\_\_\_\_ e. Let her propose for a solution to her problem.

2. You discover that most of the teachers just sign the office/administrative orders and memoranda being passed around. You want them to be aware of existing policies, administrative/office orders and memoranda.

- \_\_\_\_\_ a. Give tests on memoranda, orders, and unnumbered letters.
- \_\_\_\_\_ b. Reproduce these and furnish copies to teachers.
- \_\_\_\_\_ c. Encourage teachers to take note and keep a record of passed office/administrative orders, and memoranda.
- \_\_\_\_\_ d. Close your eyes and tolerate their practice.
- \_\_\_\_\_ e. Call a meeting and take up the matter.

3. You are to recommend one of your teachers for promotion. You are undecided between two of your teachers who obtained a tie in the rank

list. Other things being equal, however, Teacher A is ten years older than Teacher B.

- \_\_\_\_\_ a. Recommend Teacher B.
- \_\_\_\_\_ b. Convince Teacher B who is younger to give way.
- \_\_\_\_\_ c. Recommend Teacher A.
- \_\_\_\_\_ d. Recommend both of them.
- \_\_\_\_\_ e. Let a committee decide over the matter.

4. Miss Maria has been a Grade One Teacher for five years. Despite her efforts to improve her teaching, her performance rating is just Satisfactory. She refuses to be transferred to another grade level.

- \_\_\_\_\_ a. Transfer her to another grade level.
- \_\_\_\_\_ b. Study her other potentials before further action.
- \_\_\_\_\_ c. Just let her stay as Grade One Teacher.
- \_\_\_\_\_ d. Let her work at her own rate.
- \_\_\_\_\_ e. Discuss the problem tactfully with her.

5. A politician's friend who is an insurance agent wants to meet the teachers during class hours.

- \_\_\_\_\_ a. Refuse agent's request.
- \_\_\_\_\_ b. Grant agent's request anytime.
- \_\_\_\_\_ c. Ask the agent to show permit from the higher authorities.
- \_\_\_\_\_ d. Tell agent to show permit from the higher authorities.
- \_\_\_\_\_ e. Suggest a session at your convenience.

#### B. As a Process Management

1. You have some teachers who are confronted with classroom management difficulties. You want to help them.

- \_\_\_\_\_ a. Furnish them sample problems on classroom management together with possible solutions.
- \_\_\_\_\_ b. Conduct a meeting, present typical classroom management problems and cooperatively solve them.
- \_\_\_\_\_ c. Individually, help them solve their classroom management difficulties.
- \_\_\_\_\_ d. Provide opportunities for collective problem solving and learning.
- \_\_\_\_\_ e. Supervise and challenge them to solve their problems.



2. Some teachers find it necessary to engage in small business to augment their income. They sell their wares in school among school personnel even during school hours.

- \_\_\_\_\_ a. Allow the practice but after class hours only.
- \_\_\_\_\_ b. Cite Presidential Decree No. 6 during meetings.
- \_\_\_\_\_ c. Allow the practice.
- \_\_\_\_\_ d. Confer with the concerned teachers privately.
- \_\_\_\_\_ e. Report the practice to the proper authorities.

3. Despite your warnings to a certain teacher not to pinch or whip erring pupils, one day an irate parent comes to your office with a badly bruised child.

- \_\_\_\_\_ a. Arrange a dialogue with them in your presence.
- \_\_\_\_\_ b. Confer with the parent and teacher separately.
- \_\_\_\_\_ c. Ignore the whole thing.
- \_\_\_\_\_ d. Investigate the matter seriously.
- \_\_\_\_\_ e. Let the two settle the matter by themselves.

4. Mr. Van is a strict teacher. He does not tolerate tardiness. One morning, 8 students were refused admittance for coming late.

- \_\_\_\_\_ a. Abide by the teachers situation.
- \_\_\_\_\_ b. Remind him of his accountability of pupils' whereabouts.
- \_\_\_\_\_ c. Intercede on behalf of the pupils.
- \_\_\_\_\_ d. Have a dialogue with the teacher and the students and settle the problem.
- \_\_\_\_\_ e. Refer him to your immediate superior.

5. The school janitor usually comes to school late and goes home early. Sometimes he does not do his duties.

- \_\_\_\_\_ a. Tolerate his ways.
- \_\_\_\_\_ b. Have a dialogue with him.
- \_\_\_\_\_ c. Ignore the matter.
- \_\_\_\_\_ d. Tell him that you are concerned with his job.
- \_\_\_\_\_ e. Recommend his dismissal.

#### C. As a Public Concern

1. The PTCA officials petition for the change of a Grade Four Teacher due to alleged misbehavior and favoritism.

- \_\_\_\_\_ a. Investigate the matter, weigh facts carefully, then give proper action.
- \_\_\_\_\_ b. Ignore the petition.
- \_\_\_\_\_ c. Arrange a dialogue with the PTCA officials and the teacher in your presence.
- \_\_\_\_\_ d. Report the matter to higher officials for them to decide.
- \_\_\_\_\_ e. Grant the request.

2. At the General PTCA meetings, only a handful of parents attend inspite of written invitation from you.

- \_\_\_\_\_ a. Endeavor to visit parents at home before calling another meeting.
- \_\_\_\_\_ b. Just don't mind their absences.
- \_\_\_\_\_ c. Talk with the PTCA officers and solve the problem.
- \_\_\_\_\_ d. Don't admit students whose parents failed to attend.
- \_\_\_\_\_ e. Call PTCA Officers' Meeting only as requested.

3. A Barangay Fiesta is to be held where your school is located but it is a school day. The Barangay Council requests your cooperation.

- \_\_\_\_\_ a. Cooperate with the other teachers but after consultation with higher officials.
- \_\_\_\_\_ b. Promise your help alone since it is a school day.
- \_\_\_\_\_ c. Have a meeting with the teachers and discuss the matter.
- \_\_\_\_\_ d. Decline the request and give the reason why.
- \_\_\_\_\_ e. Accept the request graciously.

4. A large big pen located near the school buildings emits odor which is unhealthful to the students. But the owner is a prominent school benefactor.

- \_\_\_\_\_ a. Report the matter to health authorities.
- \_\_\_\_\_ b. Ignore the situation.
- \_\_\_\_\_ c. Discuss the problem with the owner for a possible solution.
- \_\_\_\_\_ d. Ask somebody to take up the matter with him.
- \_\_\_\_\_ e. Talk tactfully with the owner.

5. At the end of the school year, the highest achiever in First Year is a niece of the class adviser. The parent of the second highest achiever comes to your office to complain about favoritism in the selection of honors.

- \_\_\_\_\_ a. Investigate the matter carefully.
- \_\_\_\_\_ b. Confer with the teacher concerned.
- \_\_\_\_\_ c. Resolve the problem with the presence of both parties.
- \_\_\_\_\_ d. Let the parent talk with the teacher.

\_\_\_\_\_ e. Explain the matter to the parent using records.

D. As a Career

1. Mr. Santos has been observed as a "misfit" in the profession. He seems not to fit to teach in the classroom neither to work in the office.

- \_\_\_\_\_ a. Let him do some janitorial job.
- \_\_\_\_\_ b. Have a dialogue with him.
- \_\_\_\_\_ c. Recommend his dismissal.
- \_\_\_\_\_ d. Ignore everything and allow him to stay.
- \_\_\_\_\_ e. Persuade him to look for another job.

2. Miss Pearson is 62 years old. She has lost her vigor and interest in teaching so she resorts to copying her previous lesson plans.

- \_\_\_\_\_ a. Allow her to do that.
- \_\_\_\_\_ b. Sincerely talk with her and find out why she behaves that way.
- \_\_\_\_\_ c. Encourage her to retire.
- \_\_\_\_\_ d. Assign her to a new grade level of her interest.
- \_\_\_\_\_ e. Have a dialogue with her.

3. Some teachers refuse to subscribe to professional magazines.

- \_\_\_\_\_ a. Use other school funds to pay their subscriptions.
- \_\_\_\_\_ b. Have a dialogue with them.
- \_\_\_\_\_ c. Require them to subscribe.
- \_\_\_\_\_ d. Leave it up to them.
- \_\_\_\_\_ e. Emphasize professional growth.

4. Miss Taft is an outstanding teacher. In a service Training Program, there is a need for a demonstration teacher. She refuses to demonstrate.

- \_\_\_\_\_ a. Give credence to her alibi.
- \_\_\_\_\_ b. Have a dialogue with her.
- \_\_\_\_\_ c. Tell her to demonstrate.
- \_\_\_\_\_ d. Force her to demonstrate.
- \_\_\_\_\_ e. Give her incentives to demonstrate.

5. Some teachers have formed the habit of having some unnecessary absences of 2 to 3 or more days in a month to the detriment of the students. Short term substitutes cannot be hired.

- \_\_\_\_\_ a. Ignore the absence.
- \_\_\_\_\_ b. Discuss for a possible solution with them.
- \_\_\_\_\_ c. Require the teacher to file leave of absence for 15 days or more.
- \_\_\_\_\_ d. Request vacant teachers to handle their classes.
- \_\_\_\_\_ e. Have a dialogue with them.



### E. As a Discipline

1. You want to encourage the teachers to grow professionally and improve their competence to educational leadership. Some of them have negative attitudes toward such improvement and shun leadership.

- \_\_\_\_\_ a. Have a dialogue with them.
- \_\_\_\_\_ b. Tell them openly that their negative attitudes will affect their performance.
- \_\_\_\_\_ c. Praise those who possesses the negative attitude.
- \_\_\_\_\_ d. Recognize and give credit to teachers who are growing professionally.
- \_\_\_\_\_ e. Ignore their negative attitudes.

2. Some teachers are enrolled in Saturday classes. They asked permission that they be dismissed earlier on Friday afternoons to allow them to go home and be in their classes early the following day.

- \_\_\_\_\_ a. Discuss the matter tactfully with the teachers.
- \_\_\_\_\_ b. Refer the matter to your immediate superior.
- \_\_\_\_\_ c. Make excuses for them when caught.
- \_\_\_\_\_ d. Tell them to observe official time.
- \_\_\_\_\_ e. Allow them.

3. Seminar-workshop was held at your school where all Grades V and VI teachers were supposed to attend. Five teachers failed to attend and they did not have your permission.

- \_\_\_\_\_ a. Have a dialogue with them.
- \_\_\_\_\_ b. Report them to your immediate superior.
- \_\_\_\_\_ c. Just issue their certificate of attendance.
- \_\_\_\_\_ d. Reprimand them and let them explain the reason.
- \_\_\_\_\_ e. Ignore their absence.

4. Some teachers shun involvement in in-service training activities and their attendance is only for compliance.

- \_\_\_\_\_ a. Call a meeting and discuss the matter with them.
- \_\_\_\_\_ b. Enforce strict attendance and participation.
- \_\_\_\_\_ c. Conduct trainings on subject areas needed by the majority.
- \_\_\_\_\_ d. Involve every teacher in planning and in carrying out in-service training activities.
- \_\_\_\_\_ e. Just let them do what they want.

5. You requested your teachers to make researches on latest curriculum development, trends, and policies. Most of them are against the idea.

- \_\_\_\_\_ a. Discuss the matter tactfully with them.
- \_\_\_\_\_ b. Compel them to make researches.
- \_\_\_\_\_ c. Praise publicly those who made researches.
- \_\_\_\_\_ d. Give due credit to teachers who make researches.
- \_\_\_\_\_ e. Do not mind their attitudes.

### Part III. PROBLEMS IN CONFLICT MANAGEMENT

Direction: Below are possible problems encountered by school heads in resolving conflicts. Which ones did you encounter? To what extent did you feel it? Check the box opposite each problem using the guide below:

- 5 - Extremely Felt (EF)
- 4 - Highly Felt (HF)
- 3 - Moderately Felt (MF)
- 2 - Slightly Felt (SF)
- 1 - Not a Problem (NP)

PROBLEMS	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NP)
1. The school head believes it is hopeless to try to resolve conflicts; He/She stays away from the issues over which the conflict is taking place and from his/her teachers.					
2. The goals of the school head are highly important to me and relationship are of minor importance; he/she seeks to achieve his/her goals at all cost, he/she is not concerned with the needs of his/her teachers and he/she don't care if his/her teachers like or accept them.					

3. The school head wants to be accepted and liked by his/her teachers; he/she thinks that conflict should be avoided in favor of harmony and he/she believes output cannot be discussed which damages relationships.					
4. The school head usually seeks to compromise; he/she is willing to sacrifice part of his/her goals and relationships in order to find agreement for the common good.					
5. The school head highly values his/her own goals and relationship with his/her teachers; he/she views conflicts as problems to be solved and seek solutions that achieves both his/her own goals and of his/her teachers in conflict.					
6. The school head feels helpless; he/she believes it easier to withdraw physically and psychologically from a conflict than to face it.					
7. The school head assumes that conflicts are settled by one teacher losing; winning is a sense of pride and achievement while losing is a sense of weakness, inadequacy, and failure.					
8. The school head is afraid that if the conflict sometimes some teacher will get hurt and that some would ruin the					



relationship; he/she usually gives up his/her goals to preserve the relationship.					
9. The school head persuades teachers in conflict to give up part of their goals to solve issues where both sides gain something.					
10. The school head sees conflicts as improving relationships by reducing tension between teachers and maintain the relationship by seeking solutions that satisfy both themselves and the other teachers' goals and he/she is not satisfied until the tensions and negative feeling are resolved.					

# CURRICULUM VITAE

### CURRICULUM VITAE

NAME	:	<b>ADELFA ISANAN-MENDOZA</b>
AGE	:	55
DATE OF BIRTH	:	August 12, 1955
PLACE OF BIRTH	:	Catbalogan, Samar
HOME ADDRESS	:	Brgy. 6, Ubanon, Del Rosario St. City of Catbalogan
PRESENT POSITION	:	Elementary School Principal I
STATION	:	Pangdan Elementary School Brgy. Pangdan, City of Catbalogan
CIVIL STATUS	:	Married
SPOUSE	:	Eulalio Ibanez Mendoza
CHILDREN	:	Jennifer, Jenevive, Rosario, Rosarie, Joel and Jannodel
Curriculum Pursued	:	Doctor of Philosophy (Ph.D.)
SPECIALIZATION	:	Educational Management

### EDUCATIONAL ATTAINMENT

Elementary	:	Catbalogan II Central Elementary School Catbalogan, Samar 1962 - 1968
Secondary	:	Samar National School Catbalogan, Samar 1968 - 1972



College	:	Bachelor of Elementary Education Samar College Catbalogan, Samar 1972 – 1981
Graduate Studies	:	Master of Arts in Education (MAEd) Major in Filipino Samar College Catbalogan, Samar 1999 – 2005
Post Graduate Studies	:	Samar State University City of Catbalogan 2007 – 2011

### PROFESSIONAL ELIBILITY

Professional Board Examination for Teachers (PBET), Tacloban City, November 18, 1987.

Principal's Management Aptitude Test (PMAT), Tacloban City, January 14, 2007.

### PROFESSIONAL EXPERIENCE

Teacher I	:	Tugas Elementary School Brgy. Tugas, Daram, Samar 1983 – 1989
	:	Pangdan Elementary School Brgy. Pangdan, Catbalogan, Samar 1989 – 1991
Teacher II	:	Bunu-anan Elementary School Brgy. Bunu-anan, Catbalogan, Samar 1991 – 2005
Teacher III – TIC	:	Pangdan Elementary School Brgy. Pangdan, Catbalogan, Samar 2005

Head Teacher III	:	Pangdan Elementary School Brgy. Pangdan, Catbalogan, Samar 2005 – 2008
Principal I	:	Pangdan Elementary School Brgy. Pangdan, City of Catbalogan 2008 – present

### AWARDS AND RECOGNITION RECEIVED

Certificate of Recognition	:	In recognition of her outstanding performance and dedication to service thus contributing to the Very Satisfactory performance of Samar Division with Mean Percentage Score of 75% and above in the National Achievement Test (NAT) G-6) for the school year 2006 – 2007. Given on the 12 <sup>th</sup> day of May 2008 at Redaja Hall, DepEd, Division Office, Catbalogan City.
Certificate of Recognition	:	In recognition of her outstanding performance and dedication to service for having zero-dropout in her school during the school year 2007 – 2008. Given on the 17 <sup>th</sup> day of December, 2008 at Catbalogan II Central School, Catbalogan City.
Plaque of Recognition and Appreciation	:	In grateful acknowledgment for their support and meritorious performance as Best Brigada Eskwela Implementer during the 2009 National Schools Maintenance Week or Brigada Eskwela Program of the Department of Education. Awarded on the 4 <sup>th</sup> day of June, 2009 at the City Division Office, Catbalogan City.
Certificate of Recognition	:	In grateful acknowledgement of a commendable and outstanding leadership demonstrated by her dynamism, exemplary dedication and commitment to service that made District of Catbalogan II a District of Academic Excellence. Given on the 17 <sup>th</sup> day of

December, 2010 during the District Pasidungog at Cal-apog Beach Resort, Catbalogan, Samar.

Certificate of Recognition : For her exemplary and outstanding performance and dedication to service resulting in high academic performance of Pangdan ES, Catbalogan II District, for achieving an MPS of 84.00%, with no MPS below 75% in any subject area in the 2010 National Achievement Test (NAT - Grade Three). Given on the 15<sup>th</sup> day of December, 2010.

Certificate of Recognition : For her exemplary and outstanding performance and dedication to service resulting in high academic performance of Pangdan ES, Catbalogan II District, for achieving an MPS of 88.57.00%, with no MPS below 75% in any subject area in the 2010 National Achievement Test (NAT - Grade Six). Given on the 15<sup>th</sup> day of December, 2010.

Certificate of Recognition : For her outstanding and commendable efforts in the reduction of drop-outs in Pangdan ES, obtaining a drop-out rate of 0% for school year 2009 - 2010. Given on the 15<sup>th</sup> day of December 2010, during the Division Pasidungog, at Samar National School, Catbalogan, Samar.

Certificate of Recognition : For her outstanding and commendable efforts in the reduction of drop-outs in Pangdan IS, obtaining a drop-out rate of 1.28% for school year 2009 - 2010. Given on the 15<sup>th</sup> day of December 2010, during the Division Pasidungog, at Samar National School, Catbalogan, Samar.

Certificate of Recognition : In grateful recognition for her selfless dedication and outstanding leadership performance services which made Catbalogan II District Champion during the CPPSTEA Dance Competition 2010 hosted by SSU hel on



December 10, 2010 at Samar State University Compound, Catbalogan, Samar. Awarded on the 17<sup>th</sup> day of December, 2010 during the District Pasidungog at Cal-apog Beach Resort, Catbalogan, Samar.

### **SEMINARS, WORKSHOPS AND TRAININGS ATTENDED**

Computers and Classroom Instruction, SNS Social Hall, Catbalogan City, July 18 - 19, 2008.

Division Training of Trainors on the Development of Appropriate Local Historical and Content Based Teaching Techniques and Instructional Materials, SNS Social Hall, Catbalogan City, November 6 - 8, 2008.

Seminar on Project "Academic Caravan for Excellence" (ACE) Meet the Staff Conference, SNS Social Hall, Catbalogan City, November 11 - 12, 2008.

Orientation Seminar Workshop for the Implementation of CY-2009 Principal Led School Building Programs, La Rica Hotel, Tacloban City, January 19 - 21, 2009.

District Echo Seminar Workshop on Test Construction and Validation, Guinsorongan Integrated School, Catbalogan City, June 7 - 9, 2010.

Division Best Summit (Barangay Education Strategic Team), SNS Social Hall, Catbalogan City, November 27, 2009.

Orientation Workshop on the Operationalization of Experiential Learning Courses (ELC's) and Pilot Implementation of Competency-Based Performance Appraisal System for Teachers (CB-PAST) and Instructional Supervision Handbook, Redaja Hall, DepEd Division Office, Catbalogan City, April 8, 2010.

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