

LEADERSHIP BEHAVIOR AND HUMAN RELATIONS PRACTICES OF
SECONDARY SCHOOL HEADS: BASIS FOR A
PROPOSED ACTION PLAN

A Dissertation
Presented to
The Faculty of the College of Graduate Studies
Samar State University
Catbalogan City, Samar

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy (Ph.D.)
Major in Educational Management

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March, 2017

APPROVAL SHEET

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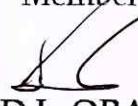
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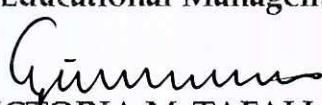

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ACKNOWLEDGMENT

The writer wishes to express his sincere gratitude and indebtedness to those who extended valuable assistance which contributed much to the completion of this study.

Dr. Eusebio T. Pacolor, former president of Samar State University, his adviser for the technical assistance, professional guidance and support that enlighten the researcher on his way towards the final point of this study;

To the chairman and members of the panel of examiners, Dr. Victoria M. Tafalla, Dean, College of Graduate Studies, Dr. Marilyn D. Cardoso, President of Samar State University, Dr. Simon P. Babalcon, Jr., President Emeritus of Samar State University, Dr. Jose S. Labro, Vice President for Administration of Samar State University, Dr. Ronald L. Orale, Vice President for Research, Planning & Extension of Samar State University, and Dr. Letecia A. Guerra, Chief Education Supervisor, DepEd, Samar Division for their constructive criticisms, essential comments and suggestions for the refinement of the manuscript;

To Dr. Gorgonio G. Diaz, Jr., Schools Division Superintendent of Samar for his approval of the fielding of the survey questionnaires to the district supervisors, secondary school principals and teachers in the second congressional district of Samar;

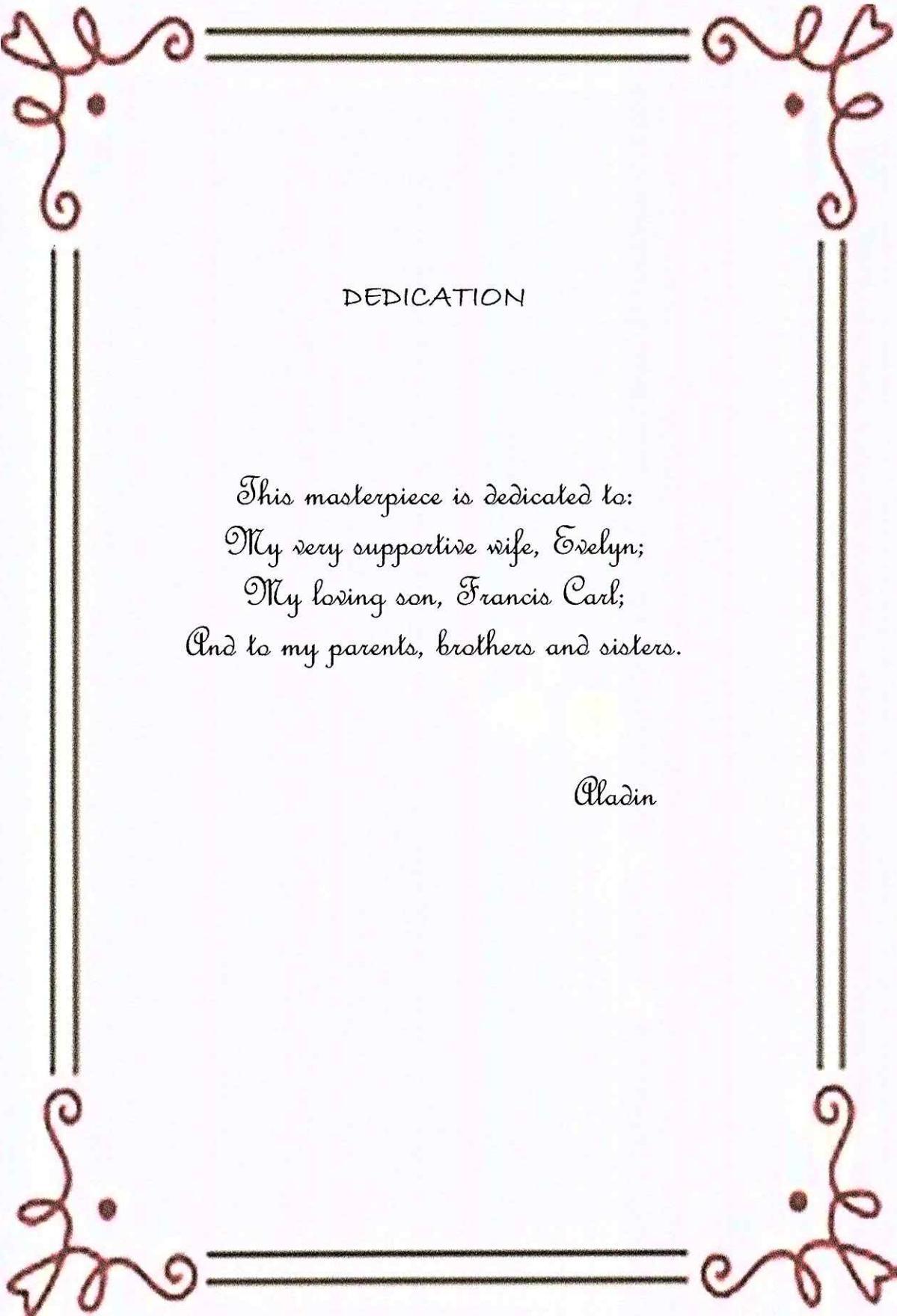
To district supervisors, principals and teacher respondents, in the second congressional district of Samar for their honest and meaningful response and warm accommodation during the conduct of this study;

To Miss Annie B. Pagatpat, Senior Education Program Specialist, Tacloban City Division for her patience in editing the manuscript and to those who have helped in the accomplishment of this study;

To his ever loving wife, Evelyn and son, Francis Carl, for their understanding, support, and inspiration that give strengths to the researcher all throughout the accomplishment of this study; and

Above all to the God almighty for the divine guidance, protection, strength and courage he gave to the researcher to overcome the adversities and challenges encountered to finish his research work.

Aladin Estopito Javier



DEDICATION

This masterpiece is dedicated to:
My very supportive wife, Evelyn;
My loving son, Francis Carl;
And to my parents, brothers and sisters.

Aladin

ABSTRACT

This study assessed the extent of leadership behavior and human relation practices of secondary school heads in Samar Division thereby providing input as for proposed action plan. This study adopted the descriptive correlation method of research. It focused on determining the extent of leadership behavior and human relations of secondary school heads in the Division of Samar as prepared by 31 secondary school principals in the second congressional district of Samar. The extent to which leadership behaviour manifested by the secondary school heads as perceived by the school heads themselves, district supervisors, and teachers along leader support was "often practiced" based on the grand mean of 4.33. Capability building on personality traits and emotional quotient is indispensable to enhance leadership behavior and human relations of secondary school heads. The extent to which leadership behavior manifested by the secondary school heads as perceived by the school heads themselves, district supervisors, and teachers along goal emphasis was "often practiced" based on the grand mean of 4.29. It is further recommended that the proposed action plan be tried out and appraised for effective use in the years to come.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Schools in recent decade are challenged with different changes and innovations due to the programs of the government to globalized the competency of its clientele by providing every Filipino student sufficient time for the mastery of concepts and skills, develop lifelong learning, and prepare graduates for tertiary education, middle-level skills development, and employment (K to 12 program).

Since educational innovations invariably create problems, difficulties, and behavioral changes on the part of the teachers implementing these innovations, the need for an educational program designed to train teachers becomes imperative. Teaching is the greatest vocation in life, it is the highest and the noblest of callings and schools administrators should provide an environment, which could enhance the personal and professional qualities of teachers towards more effective teaching.

Describing the Philippine education today, Educational Commission (EDCOM) divulged the education situation of the Philippines which is deteriorating. Evidently this was justified by the result of the National Achievement Test (NAT) that is far beyond the target rating. Schools are failing to teach the competence the average citizen needs to become responsible,

productive and self-fulfilling. Schools are graduating people who are learning less and less.

Sad to say, however, there is a reason to believe that some of our schools are not responding well to its goal. Teachers as the vanguard of the DepEd programs are halfhearted and the commitment towards public service is inconspicuous. The attitude of teaching personnel towards work and the quality of their performance is a reflection of the school administrators managing it (Berger 1983). Thus, the decreasing trends of learning performance are the upshots of poor management in the educational establishment.

The fundamental problem in all organization was in developing and maintaining dynamic and harmonious relationships (Follet, 2003). Principals' human relation skills, level of trust and the way their decisions are made, the failure to empower subordinates, and deal with conflict are often the reasons why the principals are successful or not successful as educational leaders.

The way principal interacts with teachers and the overall climate of the school has tremendous potential for taking a proactive approach in leadership of school system. The working relationship to be considered most ideal, must be characterized by harmony, understanding and mutual respect. The principal's human relation and interpersonal skills or the ability to work effectively with other people are competencies needed for effective leadership. The ability to communicate is the most important aspect of human relations. Without this

ability, there would be poor human relations or less satisfactorily relations making the organization ineffective in all aspect (Cangemi, J. P., 2008).

The school principal known as the social engineer in the field of education, should always underscore the value of professionalism all through out his career for it is lean in his shoulder the principle of leadership to always serve as model to what is proper and ideal. People around him must be treated as individual and within the limits of fairness based on wise policies and regulations, and must be treated on the basis of the kind of person he is (Professor Thomas Harnel as cited by Apodaca, 1997).

The effectiveness of leadership behavior is gauge on the leader's ability to influence others in solving problems and in achieving goals. These goals are possible through the intelligent implementation and supervision of the school principals in the educational institution. Being the recognized leader in school, they have entrusted with authorities, responsibilities and accountabilities in the success or failures of the institution. Their position is significant to the educational development and academic growth and performance of the students. The principal is usually the major source of driving forces that uphold the welfare of the organization (Williams, 2010). He is entrusted with the responsibility of ensuring that the school runs efficiently and students are provided with the best and quality education in preparation for their future responsibilities.

The leader's behavior and human relation plays an important role in deciding the fate of the organization. Good human relations will lead to an understanding which can generate support and cooperation. An organization with this kind of relation respects each other, helps each other, and looks forward towards achieving the organization's target. Conversely, in situation where poor relationships are experience, problems are bound to arise and ultimately their productivity decreases.

Too often the perceived inadequacies of administrators, which are manifested in unhealthy and unwholesome relationships in the school, affect adversely the daily operations. As such, it should be given particular attention and immediate solution.

The experiences of educators here and abroad are proofs that even teachers in the Department of Education, the holder of the noblest profession are not exempted of harassment and abuse from their superiors. The inhumane and bias treatment of school heads to their teachers and students does not give any advantage to the organization but to create an environment of impertinence, fears, hatred, disobedience and apathetic which will end-up to low teaching quality and high drop-out rate. No development can succeed once the principal's behavior and human relations are inconsistent to what is just and acceptable. Stakeholders' level of support and respect will diminish to the administration manned by a disreputable leader.

In the performance of functions, the school heads need to reconsider the code of ethics to ensure that their action are valid and within the ambit of standard. Teachers should be respected and empowered by giving to them the freedom to plan, decide, and implement to the finest ways they could for the success of their work. This can create a highly motivated workforce that will end-up to a more positive human relations and performance.

The division of Samar assessed the level of School Based Management (SBM) to its secondary schools. Results showed that out of 81 secondary schools, 55 or 68.00 percent are in level 1, 17 or 21.00 percent are in level 2, and 9 or 11.00 percent are in level 3 with a descriptive ratings of beginning, developing, and advanced respectively (Division SBM assessment results as of January, 2017). The data disclosed that the SBM performance level of practice to most secondary schools in the division lies at the bottom. Such performances could diminish the stakeholders' level of support and the quality of teaching and learning. Hence, those schools need to establish and develop structures and mechanisms with acceptable level and extent in community participation and impact on learning outcomes.

Likewise, the Department of Education of the Second Congressional District of Samar is not spared from conflicts. At the Division Legal Office are filed cases ranging from child abuse, politicking in school, teacher's irregularity in attendance, irregularity in the utilization of MOOE, GPTA, and other school funds, disgraceful and immoral conduct, violation of ranking, insubordination,

neglect of duty, forgery and falsification of public documents. These filed cases and complaints could have been settled at the school level if school heads, have build a strong working relationship that will endure and be mutually trusting and beneficial to both sides.

Moreover, the aforementioned situation suggests that the educational institution today is greatly in need of school managers who possess excellent leadership skills and behavior that will struggle for the welfare and improvement of the entire system. A person with feelings to put the needs of the school before themselves and with influential charisma to transform individual into positive feature that will yield good prestige in the entire school community.

Leadership is essentially the "secret" to successfully fulfilling and demanding roles in today's society. The quality of leadership behavior and human relations may lead teachers to lofty heights. It may drive teachers to do their level best in comparable success and outstanding achievements or it may cause a total failure and frustration to a teacher in particular and a school to its rapid decline and failure in general. The only way to foster positive performance in school is to establish sound working relationships with subordinates characterized by harmony, understanding, mutual respect, motivation, empowerment, and imbues them with a sense of purpose in all undertakings.

Moore (1993) adds that a school head succeed not because of his position but because of certain leadership qualities such as character, competence, communication, motivating and commitment. To develop these, a school head

must remain optimistic, must suppress ego, must avoid becoming defensive, must acknowledge the individuality of each employee, must respect the expertise of subordinates, and must look for means to make people succeed.

Recognizing the importance of the school principal in the educative system, the foregoing observations points to the need for a closer scrutiny particularly in enhancing the leadership behavior and human relations of secondary school heads with the end view of coming up an action plan.

Statement of the Problem

This study assessed the extent of leadership behavior and human relation practices of secondary school heads in Samar Division thereby providing input as basis for a proposed action plan. Specifically, the study endeavors to seek solution to the following questions:

1. What is the profile of secondary school heads in terms of:

1.1 personal profile

1.1.1 age and sex;

1.1.2 civil status;

1.1.3 educational attainment;

1.1.4 Emotional Quotient (EQ), and

1.1.5 Personality Test (PT)?

1.2 Work-related profile

1.2.1 distance from home to school;

- 1.2.2 years in service
- 1.2.3 managerial experience;
- 1.2.4 number of personnel supervised;
- 1.2.5 performance rating, and
- 1.2.6 in - service training?

1.3 home-related profile

- 1.3.1 average monthly income, and
- 1.3.2 number of dependents?

2. To what extent do the Secondary School Heads manifest leadership behavior under the following structure as perceived by the Secondary School Heads themselves, Teachers and Public School District Supervisors along:

- 2.1 leader support;
- 2.2 interaction facilitation;
- 2.3 goal emphasis, and
- 2.4 work facilitation?

3. Are there significant differences among the perceptions of the groups of respondents as to the leadership behavior manifested by the secondary school heads under the aforementioned structures?

4. To what extent do the secondary school heads practice the human relation as perceived by the three groups of respondent along:

- 4.1 management;
- 4.2 learning and training;

- 4.3 understanding and motivating employees;
- 4.4 developing positive employee attitudes, and
- 4.5 problem solving techniques?

5. Are there significant differences among the perceptions of the groups of respondents as to the human relation manifested by the secondary school heads under the aforementioned structures?

6. Is there a significant relationships between the profile of secondary school heads along the following:

- 6.1 leader support;
- 6.2 interaction facilitation;
- 6.3 goal emphasis, and
- 6.4 work facilitation?

7. Is there a significant relationships between the profile of secondary school heads along the following:

- 7.1 management;
- 7.2 learning and training;
- 7.3 understanding and motivating employees
- 7.4 developing positive employee attitudes, and
- 7.5 problem solving techniques?

8. Is there a significant relationship between the secondary school heads' leadership behavior and human relation practices?

9. What action plan can be proposed on the basis of the findings of the study?

Hypotheses

Based on the problem presented, the following hypotheses were tested in the study.

1. There are no significant differences among the perceptions of the three groups of respondent as to the leadership behavior manifested by the secondary school heads under the aforementioned structures.
2. There is no significant relationship between the profile of the secondary school heads along the following:
 - 2.1 leader support;
 - 2.2 interaction facilitation;
 - 2.3 goal emphasis, and
 - 2.4 work facilitation.
3. There are no significant differences among the perceptions of the three groups of respondent as to the human relation manifested by the secondary school heads under the aforementioned structures.
4. There is no significant relationship between the profile of the secondary school heads along the following:
 - 4.1 management;
 - 4.2 learning and training;

- 4.3 understanding and motivating employees
- 4.4 developing positive employee attitudes, and
- 4.5 problem solving techniques.

5. There is no significant relationship between the secondary school heads leadership behavior and human relation practices.

Theoretical Framework

This study is anchored on the situational contingency approach theory of leadership, that leadership behavior is dependent on situation that include the organization type, the workplace, and the followers from which a leader emerges or in which he or she operates (Hersey & Blanchard, 2007). The focus of this theory is on analyzing the situation and adapting leadership style to match it. The fundamental underpinning of the situational leadership theory is that there is no single "best" style of leadership.

Effective leader is task-relevant, and the most successful leaders are those who adapt their leadership style to the maturity (the capacity to set high but attainable goals, willingness and ability to take responsibility for the task, and relevant education and/or experience of an individual or a group for the task) of the individual or group they are attempting to lead or influence.

Leadership varies, not only with the person or group that is being influenced, but it also depends on the task, job or function that needs to be accomplished. Thus, situational leadership theory affirms that leaders must

ascertain the situation and adapt his or her leadership style to fit the prescribed task, understanding that the approach may not necessarily work in a different scenario. Thus, leaders need to adjust their behavior in accordance with the organizational requirements and the demand of the situation.

This study is also anchored on the four factor theory of leadership developed by the researchers from the University of Michigan which center on leader behavior and its contribution to effective group performance. In this model, the leader deals with four categories of leadership behavior namely: leader support, interaction facilitation, goal emphasis, and work facilitation (Bowers & Seashore, 1966).

The first two categories of leadership behavior (leader support and interaction facilitation) are employee centered giving emphasis on job relationships characterized by warm personal relations, readiness to explain actions and willingness to listen to subordinates. Relation-oriented leaders are more concerned with developing close, interpersonal relationships. They involve a two-way communication method to show social and emotional support while helping their employees feel comfortable about themselves, their co-workers, and their situations (Northouse, 2010). Relations-oriented leaders demonstrate an understanding of their employees' problems. They help to develop their employees' careers. They provide their employees with enough information to do the job they allow individual autonomy in work, and show appreciation to every accomplishment and contribution.

The last two categories (goal emphasis and work facilitation) are job-centered behavior. This dimension, describe the extent to which the leader organizes and defines group activities and his relations to the group. He defines the role he expects each member to assume, assigns task, plans ahead, establishes way of getting things done and pushes for greater productivity. This kind of leadership gives the subordinate the chance to be involved in the planning and in identifying the persons responsible to perform tasks since the leader believes that members of the organization know their own selves, their feelings towards work and the significance of the accomplishment of the task to the organization because they are made to feel that they belong to the organization (John Hempbell, 1988). Achievement oriented leader support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community.

Leaders who rate high in leader support, interaction facilitation, goal emphasis, and work facilitation are more successful leaders. In other words, to be an effective leader one cannot "sit and wait" for action to happen, nor can he fail to consider the feelings of those others working with him. The effective leader must know when to step out and move ahead, but he must not forget that others in the group or organization may not feel or understand everything he does. Thus, he needs always to establish an atmosphere of mutual warmth and trust (Halpin, 1957).

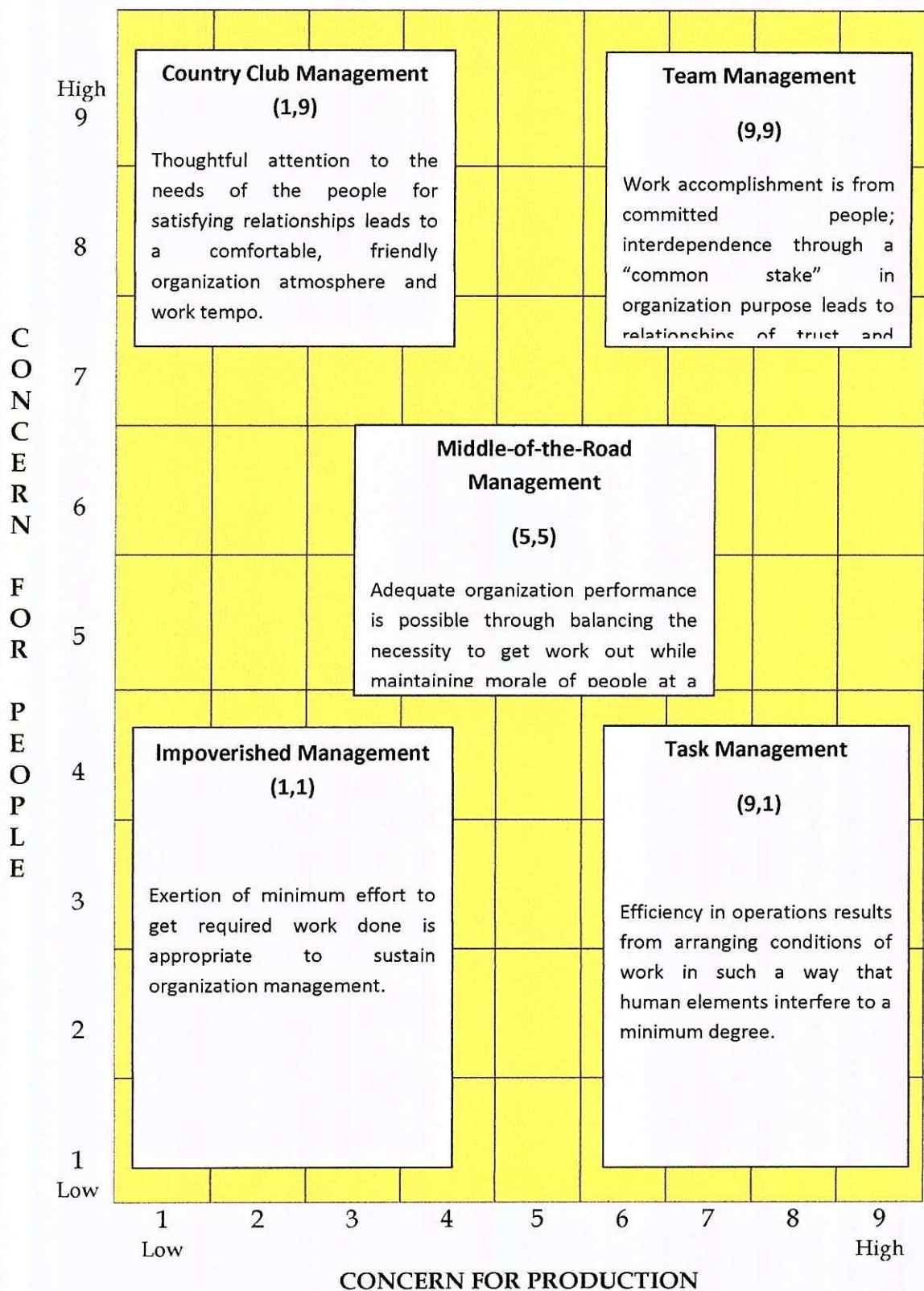


Figure 1. Managerial Grid

The aforementioned theories were further strengthened by Blake and Mouton' Managerial Grid (1964: 81-89). This managerial grid focuses on task (production) and employee (people) orientation of managers, as well as combinations of concerns between the two extremes. The horizontal axis is concerned for production while the vertical axis is concerned for people.

Blake and Mouton proposed that "Team Management" a high concern for both employees and production is the most effective type of leadership behavior.

The study also anchored on Hawthorne effect, a type of reactivity in which individuals modify or improve an aspect of their behavior in response to their awareness of being observed (Mayo, 1880-1949 as cited by Daft, 2009). The Hawthorne study was designed to find ways to increase worker productivity. It is a study to see if their workers would become more productive in higher or lower levels of light. The researcher found that the workers' productivity seemed to improve when changes were made, and slumped when the study ended. It was suggested that the productivity gain occurred as a result of the motivational effect on the workers of the interest being shown in them.

The results of Mayo's Hawthorne studies proved that the factor most influencing productivity is relationships. The researchers realized productivity increased due to relationships and being part of a supportive group where each employee's work had a significant effect on the team output. As a side result, the researchers noticed that the increased attention the workers received by the researchers increased motivation and productivity,

Assimilating the theories and principles previously presented where the present study is anchored, the researcher developed a conceptual model featuring the leadership behavior and human relation practices of secondary school heads considering the role of leadership has played in the school as a whole.

Conceptual Framework

Figure 2 depicts the overall scenario of the investigation. It conveys information as to the implications and value of leadership behavior and human relation of secondary school heads to successfully deliver the educational programs to students - the prime and ultimate recipient of education and its innovations.

The respondents of this study derived from the secondary schools in the second congressional district of Samar composed of district supervisors, secondary school principals and secondary school teachers. Through the aid of validated questionnaires, these respondents shall express their perceptions and assess the performance of school heads in terms of their behavior and human relations. In assessing the level of leaders' behavior, the respondents have to consider the underlying factors behind it such as leader support, interaction facilitation, goal emphasis and work facilitation. While human relation skills will be assessed along management, learning and training, understanding and

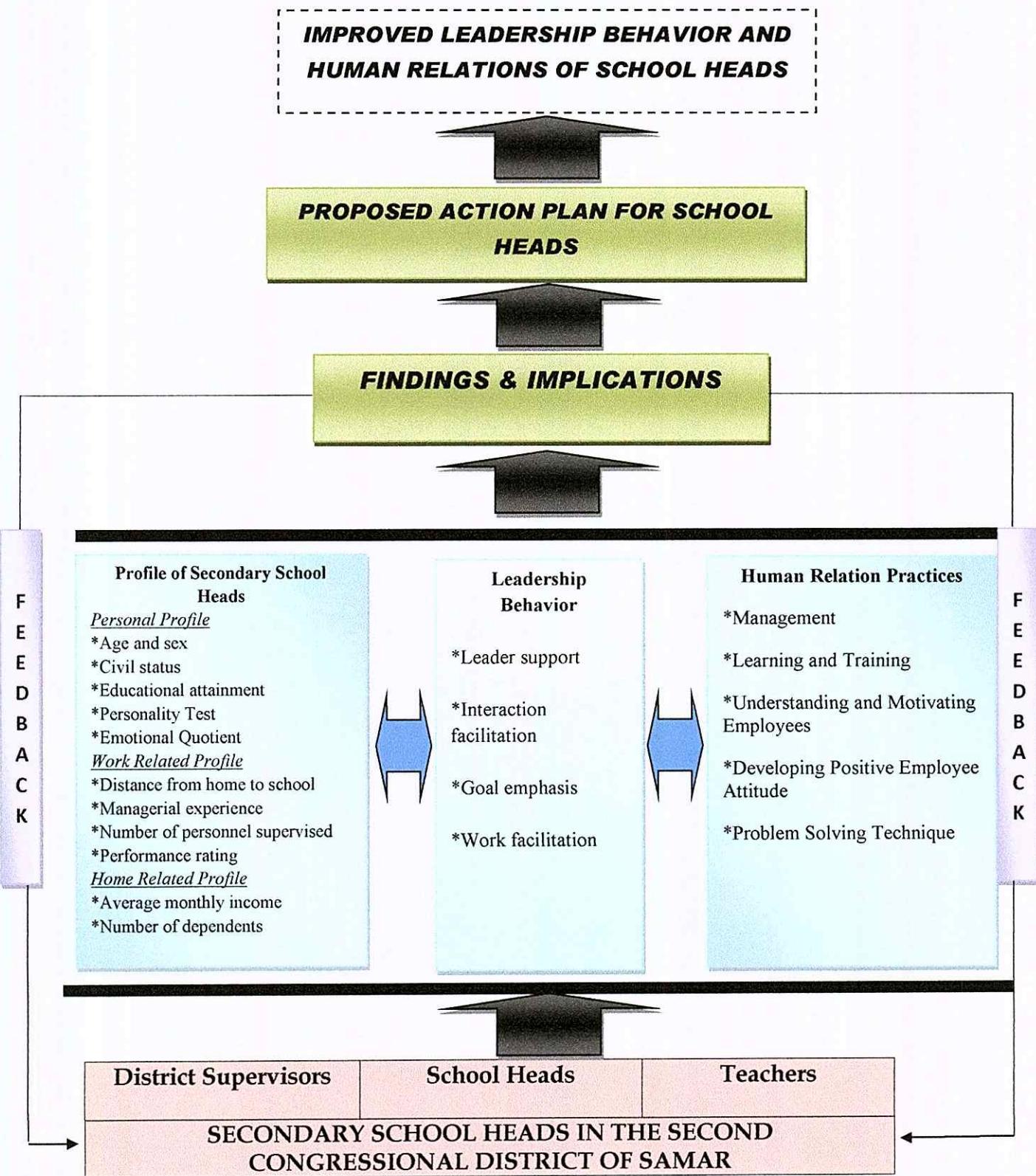


Figure 2. Conceptual Framework of the Study

motivating employees, developing positive employee attitudes and problems solving techniques. Moreover, the principal respondents were required to provide data under personal profile (age, sex, civil status and educational attainment), work related profile (distance from home to school, managerial experience, number of personnel supervised, performance rating and in-service training), home related profile (average monthly income and number of dependents) and respond questions on personality test and emotional quotient.

The result of the above mentioned analysis enabled the researcher to formulate implications to uncover what component of leadership behavior and human relation that needs improvement. Such analysis shall served as point of reference to formulate a doable action plan to reengineer the capability of school heads and reconcile the loopholes and grudges in management thereby inculcating to them the desired knowledge, skills and attitude leading to a more effective and efficient administration and supervision with sense of commitment and dedication to public service which would ultimately contribute towards the attainment of quality education.

Significance of the Study

This study is deemed necessary to benefit the following:

To the secondary school heads. The result of this study provided valuable information to school principal, head teachers, and teachers-in-charge who are faced with the challenges of administration innovations and changes.

They would be provided clear insights in understanding their capacity to stay strong and be focused in adversity, challenging tasks and responsibilities of being a leader. As they are able to respond effectively to any adversity, educational managers would be able to develop an easier, more relaxed and more productive approach in managing and in supervising people. It would further help to improve job satisfaction and attain physical and mental well-being that could lead to the over-all quality of lives as they perform their job. School heads would be acquainted of their teacher tenureship, leadership behaviors as well as their school climate and teachers' performance. With such knowledge, they would have all the opportunities to improve their levels in their leadership behavior and human relations for them to become better managers in the future.

To the teachers. Findings of this study would provide them information about the behavior and human relations of their administrators for them to easily adjust and prevent conflict with their school heads. This study could also provide insights to the teachers in strengthening their relationships with the principals by developing positive attitude towards their work. Moreover, this study could also provide information relative to possible constraints that might impede their effective performance and enable them to deal with these constraints accordingly.

To the learners. The students would likewise benefit from this study inasmuch as good administration and supervision effects better performance on

the part of their teachers. With competent teachers whose love for teaching is great and high level of morale much could be done to improve and realize quality education for the learners that could result to the production of quality and highly competitive graduates in the society.

To the school district supervisors. Result of this study would provide essential feedback to the School District Supervisors on the level of leadership capability of their school heads. Such information could serve as basis of the technical support to be provided and in designing a capability building program to fill in the leadership gap of school heads.

To the parents. Result of this study will make the parents realize that to some extent, school heads, and teachers tried their best to give quality time by way of nurturing the hidden talents and potentials of their students. Further, results of the study would make parents aware of the important role played by the school heads and teachers in the fulfillment of the educational endeavors of their children.

To other researchers. Future researchers may find this study useful and relevant reference material that could be used in their in-dept investigation along leadership behavior and human relation. Moreover, the result of this study would serve as an eye opener to conduct studies parallel to this research in the elementary or secondary level in other part of the region.

Due to the added pressure in the educative system, school must find leaders that are not willing, but able to face these challenges. To do this, schools

must determine the qualities they need in an educational leader and be able to match their school needs to the leadership profile of potential leaders. This study will help identify the leadership behavior associated between effective and ineffective leadership. Finally, the results of this research may contribute not only to the development of the doable action plan and the enhancement of an effective and efficient administration and supervision of learning institutions but also to the improvement of the quality of life in the institution.

Scope and Delimitation

The central point of this study is on determining the leadership behavior and human relation practices of secondary school heads in the second congressional district of Samar Division, school year 2015-2016 with the end view of developing a doable action plan that could create a greater impact on the system and quality of leadership.

This study is delimited to the following: the personal profile, work related profile and home related profile of secondary school heads in terms of age, sex, civil status, educational attainment, distance from home to school, managerial experience, number of personnel supervised, performance rating, in-service training, average monthly income, and number of dependents, their personality in terms of extroversion, agreeableness, conscientiousness, and openness to experience, their emotional quotient in terms of self-awareness, self-

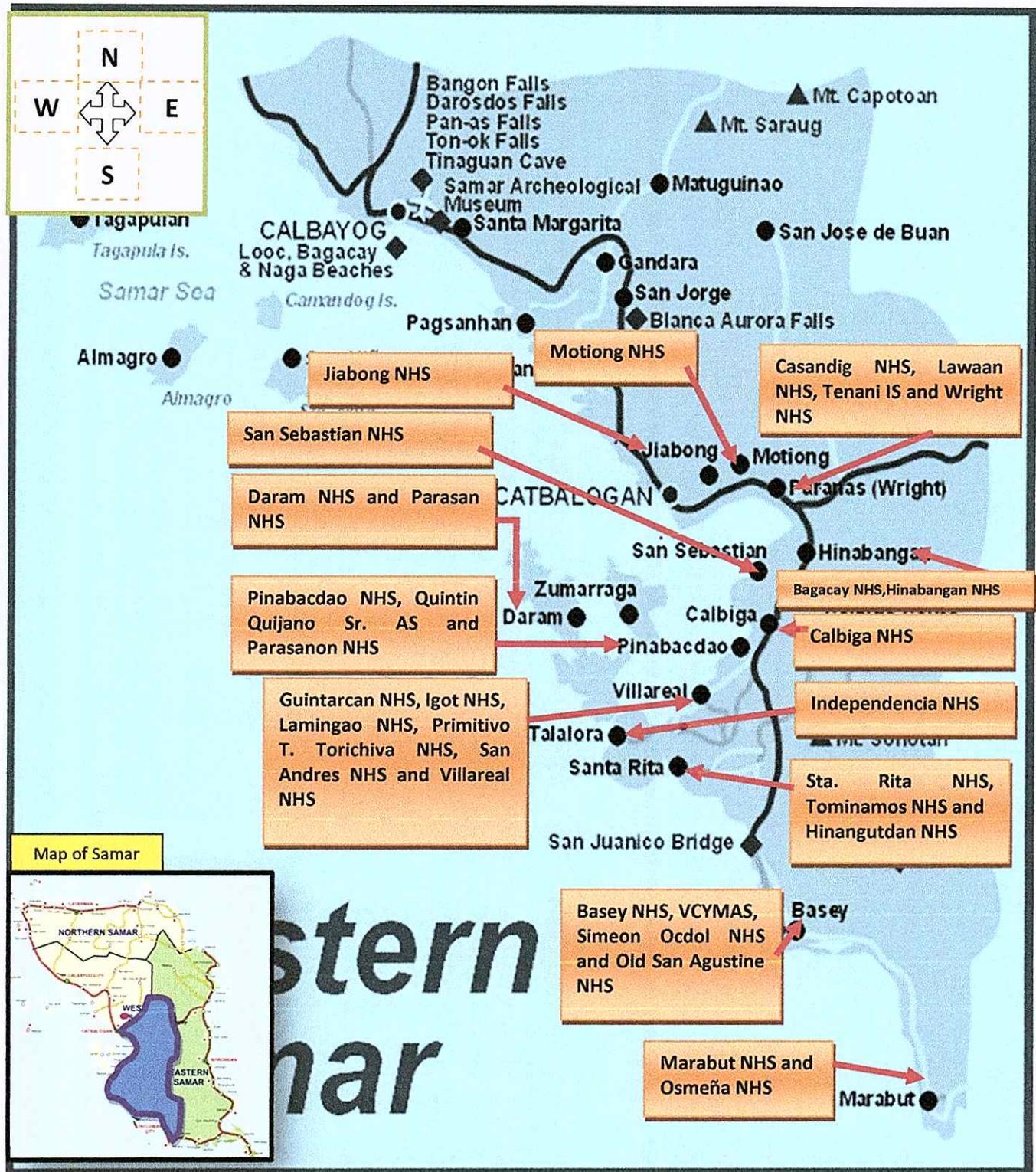


Figure 3. Map of Samar Showing the Research Environment

management, social awareness, and social skills, their leadership behavior in terms of leader support, interaction facilitation, goal emphasis, and work facilitation, and their human relation practices in terms of management, learning and training, understanding and motivating employees, developing positive employee attitudes, and problem solving techniques.

Likewise, this study was conducted during the school year 2015-2016, yet delimited to the perceptions of the three groups of respondents in the second congressional district of the Province of Samar consisting of 31 secondary school heads who were randomly selected, 275 secondary school teachers, and 19 public school district supervisors with a total of 325 respondents. The total number of school head respondents was identified according to the number of sampled schools. All district supervisors in the entire Samar Division were involved because of their limited number and division-wide status as far as place of assignment is concerned. The secondary school teachers sampled from the aforementioned secondary schools were identified using the Slovener's formula.

This study was conducted during the school year 2015-2016.

Definition of Terms

The following terms are herein defined conceptually and operationally.

Administrative experience. This refers to the knowledge, skills, wisdom etc. gained by a person from doing administrative functions in the course of life

(Word Power Dictionary 1990:280). In this study, it refers to the number of years the school principal has served as a school manager.

Agreeableness. This reflects to an individual who can adjust their behavior to suit others (Golberg, 1992: 4.1). In this study, it refers to the tendency to be compassionate and cooperative towards others rather than suspicious and antagonistic.

Conflict. This refers to the interpersonal process that arises from disagreement over a goal to attain or the method to be used to accomplish these goals (Kaye, 1994). In this study, is a state of discord caused by the actual or perceived opposition of needs, values and interests between people working together.

Conscientiousness. This refers to the personality trait of being honest and hardworking (Golberg, 1992: 4.1). As used in this study, it is a tendency to show self-discipline, act dutifully, and aim achievement.

Educational management. This refers to the direction and coordination of human resource of an educational institution to achieve outputs which meet the needs of external users (Echanis 2009). In this study, it refers to the direction and coordination of human resources of public secondary schools to achieve outputs which meet the targets.

Expressed human relation. This is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference,

love, solidarity, regular business interactions, or some other type of commitment (Harvey and Pauwels, 2009). In this study, this refers to the routinary expressions used and/or dealt by secondary school heads in establishing rapport to their stakeholders – students, teachers, department heads, peers, and the community.

Extroversion. This refers to the personality trait of seeking fulfillment from sources outside the self or in community (Golberg, 1992: 4.1). In this study, it refers to a person who is likely to enjoy time spent with people and find less reward in time spent alone.

Goal emphasis. This concerned with motivating subordinates to accomplish the task at hand (Bowers & Seashore, 1996). As used in this study, it refers to principals who are able to behave in a way that stimulates excitement and dedication to accomplishing goals from teachers.

Human relations. Is the process of training employees, addressing their needs, fostering a workplace culture and resolving conflicts between different employees and management (Nanus, 1992). In this study, refers to the formal and informal interaction that occurs between teacher and principal, principal and student, teacher and student, parents and teachers and parents and principals.

Instructional leadership. It focuses upon the effective management of resources and of people – recruiting, hiring, developing, evaluating particularly in changing environment (Wade, 1997). In this study, refers to the action that a principal take or delegates to others to promote growth in students learning

which is measured by improvement in instruction and in the quality of student learning.

Interaction facilitation. Includes those behaviors where leader act to smooth over and minimize conflicts among followers (Bowers & Seashore, 1996). In this study, it measures how well a principal encourages the teachers in school to communicate and build relationships with one another.

Leadership behavior. This refers to particular acts in which a leader engages in the course of directing and coordinating the work of his members which result in the structuring of the work relations within the group (Church, 1997). As used in this study, it refers to the behavior displayed by the principal in managing the school to inspire, guide, direct and manage subordinates so they will perform tasks aimed of achieving organizational goals.

Leader support. Includes a wide variety of behavior where leader shows consideration, acceptance, and concern to the needs and feelings of other people (Fleishman, 1953). As used in this study, it refers to a manager who is considerate and friendly towards people to effectively motivate and direct reports, interact positively with peers and increase organization morale.

Leadership performance. Is a systematic, result oriented approach to management and leadership for high performing organizations, teams and individuals (Bourgoeois, 1985). In this study, refers to the rating in the actual accomplishment as distinguished from the potential ability of the principal in carrying out his functions.

Level of performance. This refers to the accomplishments that are greatly affected by several factors, which initiate or influence others in the attainment of certain tasks and objectives (Macalinao, 2005). In this study, it refers to the extent of management manifested by the school heads to carry out the DepEd programs and projects.

Management behavior. This refers to the act of a manager in directing and coordinating the human and nonhuman resources of an organization to achieve outputs which meet the needs of external users (Echanis 2009). In this study, management behavior refers to the activities performed by secondary school principals in managing the affairs in school.

Neuroticism. This refers to the personality trait of being emotional (Golberg, 1992: 4.1). In this study, it describes vulnerability to unpleasant emotions like anger, anxiety and depression. It also refers to an individual's level of emotional stability and impulse control.

Openness. Refers to the interpersonal condition that exists between people in a group when they tell each other what they think about: (1) facts, ideas, values, beliefs, feelings and the way they do things, and (2) the recipient of a transmission is willing to listen to that transmission (Bulach, 1993). In this study, it is characterized by an emphasis on transparency and free unrestricted access to knowledge and information, as well as collaborative or cooperative management and decision making rather than a central authority.

Openness to experience. This refers to the personality trait of seeking new experience and intellectual pursuits (Golberg, 1992: 4.1). In this study, it describes a person's degree of intellectual curiosity, creativity and preference for novelty.

Personality test. A test usually involving a standardized series of questions or tasks, used to describe or evaluate a subject personality tests (Steinmetz, 1993: 337). In this study, an instrument, as a questionnaire or series of standardized tasks, used to measure personality characteristics or to discover personality disorders.

School climate. Refers to the social atmosphere of a setting or learning environment in which students have different experiences depending upon the protocol set-up by the teachers and administrators (Sabado, 2014). In this study, it refers to the quality and character of school life. It is based on pattern of students, parents, and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

School head. Refers to the heads of complete schools such as principal, head teachers and teacher-in-charge who have duly attested appointments and who perform administrative functions (Sabado, 2014). As used in this study it refers to the secondary school principals, head teachers and teacher-in-charge in the second congressional district of Samar.

School Principal's performance. This refers to the principals' performance rating as indicated and manifested in the modified principals' performance rating scale assessed by the teachers (Macalinao, 2005). In this study, means the ongoing development of teachers and principal to ensure that students experience high quality of teaching and learning in every classroom.

Social climate. This is typically defined as the perceptions of a social environment that tend to be shared by a group of people. It also referred to the general feelings, attitudes, beliefs and opinions on a subject within a society (Allodi, 2007). In this study, it refers to the conditions the school organizations and its members' function and relation to the structure, expectations, norms, roles, practices, and accomplishments as influenced by the environmental forces or condition in the society.

Teacher performance. This refers to the teacher's performance rating of their competencies as indicated and manifested in the modified teacher's performance rating scale (Macalinao, 2005). In this study, it refers to the formal process a school uses to review and rate teachers and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers for their professional development.

Tenureship. The period of holding permanent status granted to an employee (Steinmetz, 1993: 465). As used in this study, it refers to the number of years in the service as principal/school head/teacher.

Trust. This refers to the interpersonal condition that exists between people when interpersonal relationships are characterized by five factors as follows: an assured reliance or confident dependence on the character, ability, truthfulness, confidentiality, and predictability of others in the group (Bulach, 1993). In this study, the responsibility imposed on a person in whom confidence is placed.

Work facilitation. These are concerned with clarifying roles, acquiring and allocating resources, and reconciling organizational conflicts (Bowers & Seashore, 1996). As used in this study, it refers to the principal whose priority is to assist his team through efficient planning, resource allocation and operation management.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a resume' of the conceptual literature and studies from the perspective of local and international issues with resemblance to the present investigation which provides the researcher with much of the foundation and wider perspective to this field of study. Furthermore, these literatures serve as link between the previous studies and the present studies.

Related Literature

In order to survive in today's extremely fluctuating and changing world, organizations must observe variety of leadership behaviors (Bass, 1997). As educator continue to restructure schools to better meet the needs of ever changing society, the school head's effective leadership practices become paramount since the success of any school critically begins with the school head, a person responsible for ensuring that all teachers and students will overcome challenging tasks and possess the desired standard level in education.

According to Bryans (2000) the leader's degree of performance and extent of accomplishments are greatly affected by several factors found in the leader, which initiate or influence others in the attainment of certain tasks and objectives. He underscored the factors affecting leadership behavior in terms of leader support, interaction facilitation, goal emphasis, and work facilitation.

Meanwhile, the researchers from the University of Michigan called the above mentioned leadership factor (leader support, interaction facilitation, goal emphasis, and work facilitation) as categories of leadership behavior. They believed that these categories had relevance to effective group performance.

The first two categories of leadership behavior (leader support and interaction facilitation) are employee-centered behaviors that relate to the extent to which leaders promote camaraderie, mutual trust, liking and respect in the relationship between themselves and subordinates. While the last two categories (goal emphasis and work facilitation) are job-centered behaviors that relate to the extent to which leaders organize work context, provide clear cut of roles and responsibility and generally play a very active part in getting the work at hand fully scheduled (Bryman, 1992).

In order to win confidence and support from the members, the four categories of leadership behavior must go hand-in-hand (Burnett, 2013). Such behaviors must possess the following characteristics: envisioning the group's goals; affirming values for the group; motivating the members; managing the work and the group; achieving a workable unity among the members; explaining what needs to be done; serving as a symbol; representing the group; and renewing the group (Gardner 1986).

Like everyone else, leaders are guided by their personal values to help them decide what they should and should not do. These values affect the decisions they make, their actions, what they say and the manner of saying it.

Leaders should behave with integrity standing up for what is right no matter uncomfortable that might be. It is also vital that leaders set the right example by keeping a clear head, remaining focused on things that are important and clearly recognized what can and should be done to move forward (Matcher 2012).

According to Stoner, et al. (1995), there are several concrete things manager can do to exercise ethics in leadership: First, they must set an excellent ethical example in their own behavior and establish a tradition of integrity. Second, managers and employees must be encouraged to raise issues with ethical dimensions and such discussions should be treated as a legitimate topic. Third, top management should regularly reiterate its unequivocal support of the company's ethical code and take a strong stand on ethical issues. Fourth, top management must be prepared to act as the final arbiter on hard calls.

Attaining competitive success through people means that leaders work with people rather than replace them or limit their scope of activities. People are a leader's primary source of strength and the prime contributors of failure and success in an organization.

Job satisfaction reflects the extent to which an individual likes the job and the organization with satisfied employees are more productive than those with unsatisfied employees (Hillinger 2007). Workers are willing to make considerable allowance for the personal peculiarities of the supervisor and to respond more willingly to his requests if they are convinced that he is genuinely and sincerely interested in their welfare (Apodaca, 1997).

Human relations have frequently been described as a problem area for educational leaders and found to be critical in the field leadership. The study conducted by Bulach (1998), revealed that the level of openness and trust are critical areas for good human relations. Openness is required for trust to develop. Building trust begins by building a personal relationship through listening. If principals are going to improve levels of trust, they are going to work on levels of openness. Since openness and trust are closely intertwined. Teachers will not be open with someone they do not trust.

Listening is an openness dimension that is a building block for trust. When a person listens to someone, a message is conveyed that you value that person, and that you have time for them because they are important. In other words, you care about them. When people believe that you care, the process of trusting is under way (Fullan 1998).

Living authentic lives is very important for openness and trust. In other words, teachers need to know who their principal really is and what they stand for. A principal who changes roles and approaches frequently will be perceived as unpredictable and unauthentic. Authenticity exists when principals are open and honest with themselves and secondly, when they are able to remove those barriers that keep them from revealing themselves to others. This means that principals must first examine their "fears" from which emerge obstacles to their living authentic lives. These obstacles may include their heavy reliance on

methodology, strategy, and acting as if they are giving a performance (Goffman, 1959).

Leadership should begin with a connection to the heart and not with management skills. The closer leaders are seen as being authentic and able to live in harmony with their moral and spiritual beliefs, the more they will be perceived as being open and trustworthy (Bolman 1995).

Thus, an effective leader requires the respect and support of those that are being lead, leaders need to have a vision of what they want and then come up with a plan to lead by example. Effective leadership is not the end to improved performance levels but just a means to have improved performance of an organization. This is simply because leadership does not lead to improved performance levels of the organizations but the individual employees and their determination to make happen (Cummings and Schwab, 1973).

A school principal is a person in a position to organize and improve conditions for the development of standards and quality in teaching and learning (Northfield, 1992). In order to achieve this, the school principal needs to employ opportunities for professional development and an understanding of the purpose of the educational system as a whole.

The effectiveness of a school depends primarily on the personal - human relation, and professional characteristics of the principal. Their critical attributes are knowledgeable, organized, honest, dependable, efficient, flexible, creative, imaginative, hopeful, open-minded, independent, trusting, sense of humor,

focused worker, visionary, conscientious, approachable and open, insightful, self-assured, compassionate, tactful, reflective, responsible, attentive, enthusiastic, concerned and caring. On the other hand, those values consist of self-discipline, mutual respect, and trustworthiness, student-centered, collegial, community-minded, people-oriented, self-motivated, goal-directed and idea-based. On the other hand, skills are analytical, provocative, synthesizer, manages crises, develops cohesion, works productively, thinks holistically, tolerates ambiguity, models expectations, confronts dissent and works to resolve it, politically astute, advocates for change, agents for change, functions well in loose situation, advocates for coalition building, and technologically aware. And the strategies of an effective leader are collaborator, risk-taker, encourager, nurturer, motivator, listener, evaluator, team builder, communicator, implementer, consensus builder, and mentor. To be able to exhibit these traits while making sense of a very ambiguous and complex system such as school is quite a big challenge.

Thus, human relation theory recognizes the importance of emotions and perceptions of individuals. It holds the view that the level of workers production and organizational output is determined by the human relations at work and not so much by the physical and economic conditions of work.

Leadership is about relationships. No matter what you do for a living or how well you do it, your relationship with others is the key to your success or failure (Hoer 2006). According to Lamberton (2003) there are several reasons

why employee relations are important in an organization. Among these are as follows: there are several issues on which an individual cannot take decisions alone; work becomes easy if it is shared among all; the organization becomes a happy place to work if the employees work together as a family; an individual feels motivated in the company of others whom he can trust and fall back on whenever needed; healthy employee relations also discourage conflicts and fights among individuals; a healthy employee relation reduces the problem of absenteeism at the work place; and it is wise to share a warm relation with your fellow workers, because you never know when you need them.

Leaders change organizations; great leaders change people. People are the heart of any organization, and it is only through changing people nurturing and challenging them, helping them grow and develop, creating a culture in which they all learn – that an organization can flourish. Leaders increase group's productivity by helping everyone in the group to become more effective. A leader passes out praise when things go well and takes responsibility and picks up the pieces when things fall apart.

Leaders don't lead by issuing mandates. Leaders communicate well and often they listen to others. Also, leaders execute the strategies that make the vision a reality, deal with the employees, and follow through to ensure that the right things are done in the right way. A leader tries to understand the need and interests of the group and insulates their surface behavior. He changes the feelings of hostility to trust and confidence by listening to them, observing them,

providing them meaningful work and encouraging them (Portin, et. al. 2003). An excellent school leader is usually the principal who can convey the school's mission to teachers, students, parents and the community at large (Jonhson, 2003:25).

The relationships of principals as the school leader, strongly and directly affect teachers attitudes which define the school climate. Good human relations of the school administrators had significant contribution to the performance of teachers (Alcaide 1994). The better the relations between employee and leaders the better the employees will perform (Gayda, 2000:22). The more the employees' individual goals are satisfied the more they will put in their own effort and hence the better performance will be not only of the individual but of the organization as a whole (Maritz, 1995).

A key behavior in creating a satisfied and committed workforce is the very basic and fundamental skill of being honest and acting with integrity. Leaders need to be role models and set a good example for their work group. When leaders work with employees and push them to develop new skills and abilities, they are building higher levels of employee satisfaction and commitment. Employees who develop new skills become higher performers and more promotable. Effective leaders are thrilled by the success of others. Leaders can promote greater employee development by creating a learning environment in which people are encouraged to learn from mistakes, take time to analyze their successes, and understand what went well.

Leaders who stay in touch with issues and concerns of individuals in the group have employees with higher levels of satisfaction and commitment. These leaders were perceived as being able to balance "getting results" with a concern for others' needs. It does not mean that they are not focused on achieving results rather they balance individual needs against organizational deadlines and demonstrate that they value the individual. They create strong passive relationships with team members.

Leaders must initiate and get things done and because they must accomplish their purpose through other people, they must maintain good human relation if they are to succeed in furthering the purpose of the group. In addition, in the performance of his job, a leader has to explore the behavior of his subordinates. He has to respect the worth of every individual, their needs, abilities have to be considered. By doing this, it will provide a friendly and healthy atmosphere that would make people work cooperatively and equally in order to attain a common goal (Morphet, 2001: 20).

Malik (2011) highlighted the importance of work characteristics (routine, autocracy, and feedback), how the work role is defined (role conflict and role ambiguity) and work environment (leadership, stress advancement opportunities and participation) in relation to job satisfaction.

A key lesson for all leaders is the need to seek and accept constructive feedback to overcome self-defeating behaviors that tend to derail a managerial career over time.

Effective leaders have the insight and skills necessary to change their own behaviors and to help build the capacity of their team members. Changing behavior, one's own or another person's, can be very challenging and difficult to achieve. However, this is a key leadership skill and it is critical that leaders know how to change or modify the behavior of their followers to create more effective teams and achieve team goals. Many authors in a diverse range of fields suggest that the first point of change should be the individuals themselves. We have more influence over our own behavior than that of others and personal. This change leads to change the people we interact with.

Supportive leadership is necessary for a professional learning community to emerge. Leadership exercised by principals needs to focus on issues related to school improvement, collegiality, shared purpose, continuous improvement, accountability, and responsibility for performance and structural change (Fullan, 1991). The school principal is the key to establishing trust or ensuring trust within the school, which is essential for the development and sustainability of a professional learning community (Louis, 2008). Principals who maintained a posture of continual learning combined with developing collegial relationships with staff, focusing staff on student success, making opportunities for teachers to learn, and inviting teachers into decision making and implementation were more successful in establishing learning communities, as teachers tended to follow the example set by their principals (Hord's 1997).

Leadership is a social process whose ultimate goal is the accomplishment of group tasks toward which everyone contributes. Leaders are not born. They are developed. It requires work to develop the skill of being able to effectively influence the way other people think. A leader should not possess only a pleasing personality, positive social and organizational values but must develop certain interpersonal skills which are vitally important in the process of inspiring others towards implementing the visions (Locke, 1991:37-46).

School principals have different functions. How they lead is not only determined by education authorities, but it is also affected by the context or situation, their personality trait, academic background, competence and other beliefs about leadership and management behavior (Adlam-Knudson, 2011). Therefore, the context and principals' personal qualities and behavior determine to a large extent, how teacher feel about their institution, and how satisfying their work environment is.

Perfection is an illusion. There is no perfect individual, group, or organization. There are only people making progress. Don't pursue perfection; pursue progress. Every long-term successful group got there by getting a little better each day. The point is that success is the result of many small victories accumulated over time (Ram Charan 2004).

Related Studies

The studies on leadership, according to Gaynor (1968) are often concentrated on the leader, his traits and styles of behavior, and more recently on the situation in which the principal operates. His study proved that when there is greater agreement between teachers and principal in the expectation of leadership, the attitudes towards the work situation become more and more favorable. Thus the success of any school critically begins with the school head that is responsible for ensuring that all teachers and students meet challenging task and the desired standard level in education.

Montero (2010) in his study on the "Influence of School Principals' Leadership Behavior and School Climate on Teachers' and School Performance of the Public Elementary Schools in Kabacan, Cotabato, Southern Mindanao", concluded that teachers need the leadership of the school heads and the principal in turn needs the cooperation of the teachers in order to attain the desired goals of the schools. He stressed further that while leaders are essentials to organization, other members must be given chance to be involved in decision making since leaders do better when they empower those with whom they work. According to him, principals should serve as model of the desirable and democratic behavior. By then he can pave the way of cooperation, teamwork, harmony, productiveness and satisfaction to prevail between and among the people under his supervision.

The study of Montero bears similarity to the present study inasmuch as it gives value on principal's leadership behavior in sustaining good relationships and in achieving organizational goals through good leadership and sound performance. This study helps the researcher along communication dimension of school principals to the various specialists of an organization in order to make it possible for them to work cooperatively toward the organization goals. For school leaders, communicative competence is a significant tool towards building relationships with school personnel and other community stakeholders. Thus, school principals are expected are expected to speak in a variety of contexts ranging from teachers' development of instructional plan to its delivery and assessment, from financial concerns to school improvement plan, and even community concerns and issues that bear significant impact to school operations.

Both studies were conducted in the Philippine setting whose respondents were merely Filipino educators but with little variation in terms of the location of samples and the focus of the study. The study just discussed was conducted in Mindanao and centered on the performance aspect as determinants of leadership behavior of elementary school heads while the present study was conducted in Samar and will end-up a doable action plan to cater the leaders' behavior and human relations gap among secondary school principals in Samar Division.

Meanwhile De Sagun et. al., (2014) assessed the "Leadership Behavior of BATELEC I Department: Basis for Enhancement". BATELEC I is the first electric cooperative (EC) established in the province of Batangas and one among 118 ECs

supervised by the National Electrification Administration (NEA). The respondents of this study composed of 178 selected regular rank and file employees of BATELEC I whose position are not supervisory in nature.

The findings of this study showed that BATELEC I managers demonstrate high leadership behavior in terms of human motivation. It was followed by leadership behavior in terms of group process; and then by decision making and human relations that got the same composite mean. Leadership behavior in terms of problem solving got the fourth rank while initiative got the least rank. It was also revealed that the socio-demographic profile variables of the respondents do not affect their perception on the leadership behavior of BATELEC I managers. The researcher recommends that the management of BATELEC I should further enhance work relationship through promoting cooperation among employees. Furthermore, the leader's behavior must be acceptable and satisfying to the extent that subordinate sees such behavior either an immediate source of satisfaction or instrumental to future satisfaction. To promote satisfaction among subordinates, managers should create an open and collegial climate: a climate that is honest, in which subordinate feel secure about their jobs, freely express and share their feelings and opinions, and in which they collaborate an important decision.

The study of De Sagun et. al., has bearing to the present study inasmuch as it spelled out the value of leaders' behavior since subordinates judge the company or the school in terms of the behavior and treatment they receive from

their immediate supervisors. The best supervisor or principal attain the goals of the organization by working with people in such a way that they get personal satisfaction and enjoyment while the work.

The study just discussed was conducted in Batangas City whose respondents are non-teaching personnel and employed in a private sector. While the present study covers not only leadership behavior but the human relation as well of secondary school principals whose respondents were purely educators in the secondary level of Samar Division consisting of principals, teachers and district supervisors.

Similarly, Sabado (2014) in her investigation on "Influence of Leadership Behavior of School Heads to the Performance of Public and Private High School Teachers in Kidapawan City Division, North Cotabato". This study involved 34 school heads and 130 teachers from public schools and 8 school heads and 40 teachers from private high school in Kidapawan City Division.

Results of the study revealed that position influenced the leadership behavior in terms of trust and decision making; age and type of school influenced leadership behavior in terms of control; the school climate significantly influenced the school heads' leadership behavior. However, the socio demographic characteristics, school climate and leadership behavior did not significantly influence the job performance of the teachers. Also, the younger were the school heads, the greater was their tendency to delegate

responsibility, assign duty during planning period, rigid and inflexible, over-emphasize control, and the use of words "I" and "My" too fluently.

The study recommended that: (1) the school heads should possess good leadership behavior since they are the leader of their schools who are looked up by their teachers, students and stakeholders. Their good leadership is one of the factors that will create a positive school climate which can contribute to teachers' job satisfaction thereby motivate them to work better; (2) teachers must be encouraged to pursue higher education by allowing them to enroll in graduate programs to enhance their competence in instruction and personal characteristics to maintain good school climate and understand leadership behavior of their school heads.

The study of Sabado ventured on the characteristics of school heads and school climate which is believed to influence the leadership behavior of school heads and performance of public and private high school teachers in which part of its scope was also the highlight of the present study. A school must be managed and led by school principals who strongly commit themselves to be truly trusted school personnel who place honesty on top of their day-to-day agenda.

In terms of their dissimilarities, the study just cited concentrated more on the leadership behavior of school heads in relation to the performance of teachers in both public and private high schools in Kidapawan City Division, North Cotabato while the present study walk around on the leadership behavior and

human relation practices of secondary school heads in Samar Division whose respondents are purely educators in public secondary schools.

Abwalla (2014) assessed the "Principals' Leadership Style and Teachers' Performance in Secondary Schools" in Gambula Regional State. The study involved 10 general secondary schools and 170 secondary school teachers.

Findings revealed that principals' leadership style of general secondary schools in Gambula Region had significant effects in decision making, communication and delegation to improve the level of teachers' performance.

The researcher recommended that principals' of general secondary schools should embrace the mixture of autocratic and democratic styles of leadership. Teachers' ideas and taught should be considered in decision-making about the training criteria in their administration in order to enhance better performance among teachers.

The study of Abwalla is relevant with the present study since his study supports the value of involvement and accountability of teachers in the decision making and performance. His proposals shall be treated in the present study believing that leaders' behavior through leadership styles and human relations through involvement and accountability are contributory factors and a collaborator in building a sound learning environment. In terms of their difference, Abwalla's study is a foreign research while the present study is conducted in the Philippines with Filipino teachers as respondents.

Shorter (2012) assessed the "Relationship Between School Principals' Leadership Behaviors and the Development of Professional Learning Communities in Schools with Teacher Study Groups in Seton Hall University". The researcher used the Leadership Practices Inventory (LPI) to measure teachers' perceptions of their principals' leadership practices. The LPI includes: 1) challenging the process 2) inspiring a shared vision 3) enabling others to act 4) modeling the way, and 5) encouraging the heart. Using the Likert scale of 1-10 ranging from 1 (Almost Never) to 10 (Almost Always), The sub scale mean scores for each leadership practice are as follows: challenging the process, 7.49; inspiring a shared vision, 7.46; enabling others to act, 7.26; modeling the way, 7.72, and encouraging the heart, 7.56.

The results from this study suggested that the leadership practice most present was, modeling the way, which is defined as the leader's ability to establish principles concerning the way people should be treated and the way goals should be pursued. Essentially, this leadership practice calls for leaders to create standards of excellence and then set the example for others to follow. The principal focus on issues related to school improvement, collegiality, shared purpose, accountability, and responsibility for performance and instructional change all within the context of leading by example. This idea connects with the leadership practice of encouraging the heart, which respondents reported appeared nearly as often as modeling the way, based on scores from the LPI. Encouraging the heart involves the leaders' ability to foster collaboration and

build spirited teams by actively involving others and making each person feel capable and powerful in some way. In effect, leaders strive to create an atmosphere of trust and human dignity. Principals who combine the leadership practices of modeling the way and encouraging the heart are likely to increase their chances of developing a strong professional learning community.

The study recommended that strong transformational leadership is essential in supporting the commitment of teachers, and transformational principals are needed to invite teachers to share leadership functions.

Shorter's study mainly focused on principal's leadership behavior by giving emphasis on the parameter in determining the kind and extent of leadership practices manifested by the school heads in which the underlying concepts is tangent to the present investigation. Trying to do all the work, failing to delegate work, and fearing to trust subordinates are common failings among school heads. The experienced principal has learned that with a little trust and with proper training, employees can usually do the job just as well or better than he can. Knowing how to train subordinates through delegation of responsibilities and timely coaching, the principal has time to handle unusual situations and personnel problems, time to study, and time to do the necessary planning and creative work.

The difference between the two studies lies mainly on its scope and setting. The study just cited was limited only in leadership behavior of school heads while the present study focus not only on the behavioral aspects of a

leader but the relationships as well. Besides, the study of Shorter was conducted in the foreign country while the present study was conducted in the Philippines particularly, Samar Division.

The study of Kinichi (2007), on the "Relationship of Leader Behavior and Subordinate Expectancy" concluded that a leader behavior is predicted to be motivational when: 1) it reduces roadblocks that interfere with goal accomplishments; 2) it provides guidance and support needed by subordinate; and 3) it provides meaningful rewards to goal accomplishments.

The study of Kinichi has a resemblance with the present study. Both study ventured on desirable values of leader's behavior to establish confidence, respect and unconditional support from subordinates. Furthermore, both study anticipate and trying to underscore the essence of behavior in leading people. When it comes to its difference, Kinichi's study gave emphasis on the behavioral aspect of a leader. Besides, it is a foreign study whose respondents are foreign educators while the present study concentrated on behavior and human relations of school heads whose respondents are mainly Filipino educators.

Aguirre (2015) assessed the "Competency - Based Leadership and Management Development Plan for Public Secondary Schools in the Division of Samar Along School-Based Management". The study involved 76 school heads, 44 supervisors, and 290 secondary school teachers.

Based on the data gathered, the researcher concluded that the higher the number of years of relevant experience of school heads would also mean higher

level of competencies in terms of professional development and human resource management for they have already promoted their personnel and are continuously recognizing or supporting skills and talents for growth and development. On the other hand, school leadership, parental involvement and community partnership, school management and daily operations as well as personal integrity and interpersonal effectiveness are not entirely affected by the years of relevant experience of school heads.

The researcher recommended that there is a need for schools heads to be exposed for varied experiences in leadership and management and undergo training and development so as to improve their competencies on instructional leadership, creating a student-centered learning climate, and professional development and human resource management. Also, there is a need for school heads to increase the level of participation of parents and increase partnership with the community so as to improve status of school leavers and drop-outs and other performance indicators.

The study of Aguirre is considered in the present study because of its relevance on the aspect associated with the relationships between managerial experience to the leadership competence, behavior and leader stakeholders' relationships. Both studies believed that quality leadership varies directly to managerial experience and educational attainment. They differ however in the research environment since Aguirre's coverage was the entire Samar Division

while the present study focuses only in the second congressional district of Samar Division.

Moreover, Pimentel (2005) assessed the "Personality Traits, Leadership Behavior and Skills of the Elementary School Principal: Basis for a Proposed Re-Training Program" in the Division of Samar. This study involved 50 public elementary school principals, 24 district supervisors, and 352 elementary school teachers.

Findings revealed that among the demographic variables (age, sex, civil status, educational qualification, number of years in present position, performance rating, and relevant training attended) only civil status correlated significantly with the personality traits of the principal. She pointed out further that there is a significant difference in the principals' leadership behavior along leader support and interaction facilitation. While leadership behavior of these principals in terms of goal emphasis and work facilitation did not differ significantly as perceived by the district supervisors, principal themselves, and teachers. Likewise, she noted that there are significant differences in the principals' leadership skills in terms of human relation skills.

The researcher recommended that the public elementary school principals must be provided with information on the personality traits, leadership behavior along leader support, interaction facilitation, goal emphasis and work facilitation and the leadership skills in terms of human relations to improve their leadership skills. Also, public elementary school principals should undergo a training

program with emphasis on personality traits, leadership behavior and human relations to enhance their management and leadership skills.

The study of Pimentel is parallel to the present study considering that both studies revolved within the context of leadership behavior and human relations. Likewise, both studies believed that in order to influence people and give them the reason to carry out organizational objectives without any reservations, a leader's behavior and human relations should spin around the domain of standards. A kind of leadership that is acceptable, satisfying and whose fairness and justice prevail all the time. In terms of their distinctions, Pimentel's study covers the entire Samar Division whose respondents are school leaders and educators in the elementary sector while the present study, focus in the second congressional district of Samar Division with school leaders and teachers in the secondary sector as respondents.

Meanwhile, Macalinao (2005) assessed the "Leadership Behavior and Performance of School Principal in Relation to Teachers' Performance" in the Division of Leyte, with the involvement of 612 secondary school teachers and 615 fourth year students.

Findings revealed that leadership behavior of school principals are perceived to be high along goal emphasis and work facilitation while on leader support and interaction facilitation are perceived to be higher on this leadership behavior.

The researcher concluded that leadership behavior of the school principal were rated high in both leader support, interaction facilitation, goal emphasis and work facilitation which make them desirable and effective leader and since they are inclined to keep the confidence of the teachers in their leadership, it provide satisfaction and effect positive attitudes towards the work situation and sustain the warmth in the relationship between them and the members of the teaching staff. Moreover, she concluded further that the level of performance of school principals was dependent upon their leadership behavior.

Based on the above conclusions, she recommended that school authorities in the DepEd should try to sustain the current level of performance of teachers and school principals in order to improve the leadership practices and to attain quality education in the secondary schools. Staff development trainings should be conducted particularly on group dynamics to improve interpersonal relationships among teachers and principals in the field and also improve relations.

The study of Macalinao is cited in the present study inasmuch as both studies make use of descriptive correlation method of research to ascertain the degree of leadership behavior and human relation manifested by the secondary school heads and its relationships to the main variables. They differ only in the anticipated outcome since the end result of Macalinao's study will serve as a foundation in determining performance of teachers while the present study will end up a doable action plan to reengineer the capability of school heads on

behavior and human relations. Besides, in Macalinao's study, the respondents were not purely educators as compared to the present study. Both studies were conducted in Region 8.

Further, Surita (2009) assessed "Leadership Behavior of School Administrator in Relation to Organizational Climate as Perceived by the Subordinates of Kidapawan City Division, North Cotabato", revealed that the combined leader support, interaction facilitation, goal emphasis and work facilitation creates an open climate characterized by mutual respect, principal-teacher goal congruence, professional exchange of ideas, participative decision making and teacher input in program planning. As a result of their enabling climate, teacher may experience fulfillment and develop a high level of commitment to the school.

Hence, the researcher recommended that promotion of individual to principal ship should involve a process evaluation, including assessment of their preferred leadership style and determination of the ability to motivate teachers using constructive criticism and setting example to hard work, helpful attitudes, genuine concern for personal and professional welfare of teachers and support directed towards social needs and task achievement.

The study just cited bears semblance to the present study since Surita's work advocates on the inclusion of different variables as basis for appointment in the principal ship position to include ability to motivate and preferred leadership style. Knowing these things will provide advance information to the DepEd

officials about the anticipated behavior and human relation of the candidate. Meanwhile, they differed along the research design and the main instrument used. Sureta used the developmental research and structured interview while the present study used descriptive design as well as survey questionnaires.

Generally, the respondents of the above mentioned studies conducted by Pemintel, Macalinao and Surita rated positively the behavior of school administrator based on the four dimensions of leadership behavior. This implies that good relationships and rapport with the principals were the predictive factors towards sound working environment.

On the other hand, Sancar (2013) examined the "State of School Principals' Perceived Leadership Behavior in Relation to English Language and other Subject Area Teachers' Job Satisfaction". The study involved 274 elementary teachers and 325 secondary teachers with a total of 599 respondents in Gazimagusa, North Cyprus.

Findings revealed that there was a significant positive relationship between school principals' perceived leader support and interaction facilitation behavior and teachers expressed overall job satisfactions, intrinsic and extrinsic motivation levels. There was no significant relationship between the school principals' perceived goal emphasis and work facilitation behavior and teachers' overall job satisfaction, intrinsic and extrinsic motivation levels. The researcher noted further that school principal in this study was perceived to be highly considerate of the teachers' needs and wants, while providing a lot of guidance

about how tasks can be completed. Thus they were perceived to be effective and efficient in managing both tasks and people.

The researcher recommended that the school principals should realize that people make the essence of their school, and in order for the institution via people to function well at its highest potential construct, they should provide an environment free of conflicts, repression, unfair and unequal treatment, and rumors. Likewise, principals must develop their human relations through working on their emotional intelligence to create a positive and caring work environment, and to build relationships based on mutual trust for high commitment and motivation.

The study of Sancar is connected with the present study since both studies measured teachers' perceptions of their school principals' leadership behavior through the responses they gave of the leadership behavior descriptive questionnaire (LBDQ). Both studies believed the value of leadership behavior and human relations to influence people and by making the organization more functional through commitment and good service. As to their difference, Sancar's respondents focused only the teachers in both elementary and secondary levels while the present study three groups of respondents are involve including secondary school heads, district supervisors, and secondary school teachers.

On the other personal factors, the study of Balawag (2005) on "Management Practices of Public Secondary School Administrators in Relation to

Job Performance of Teachers" revealed that age of administrators significantly affect leadership behavior. Younger administrators rated higher in goal emphasis and work facilitation but rated lower in leader support and interaction facilitation. In this dimension, she concluded that younger leader give emphasis on meeting work goals and accomplishing tasks rather than being friendly and supportive.

The study of Balawag disclosed the connection of age to leadership behavior as well as the leaders' main concern in managing the organization which is also the focus of the recent study. Both studies are descriptive in nature and utilize survey questionnaires to solicit information from the educator respondents. In terms of their dissimilarities, the study just cited concentrated on management practices of secondary school heads while the present study, its focal point lie in the leadership behavior and human relation practices of secondary school heads.

Conversely, the study of Piguera (2005) on "Personal and Professional Attributes and Management Capabilities of Public Elementary School Heads in the Division of Panabo, Cotabato City", revealed that older manager rated higher in all the dimensions of leadership behavior to include goal emphasis, work facilitation, leader support and interaction facilitation than younger administrator. The researcher concluded that age matters in management and that older manager tends to perform better than younger manager because the older manager had acquired skills and experience through the years of their long

service. As the school administrator gets older, he tends to become more capable in doing school management roles. Thus, Piguera's study come-up with a recommendation that age must be considered in designating people for administrative positions in public elementary and secondary schools.

The study just discussed is parallel to the present study since both tried to investigate the underlying elements contributing to a more refined leadership behavior and human relations. In terms of disparity, in Piguera's study the main respondents were the elementary principals while the present study concentrated the secondary school principals. Moreover, Piguera's study gave emphasis on the personal and professional attributes and management capabilities of public elementary school heads while the present study focus on the behavior and human relations aspect of secondary school heads.

The study of Napire (2013) assessed the "Adversity Quotient and Leadership Style in Relation to the Demographic Profile of the Elementary School Principal in the Second Congressional District of Camarines Sur". The respondents involved 49 elementary school principals in the second congressional district of Camarines Sur.

The researcher concluded that age, sex, civil status, length of service as principal, highest educational attainment, and position had no significant relationships with leadership styles of elementary school principals in the second congressional district of Camarines Sur. Furthermore, the adversity quotient or individual's style of responding to unfavorable situations score of elementary

school principals in the second congressional district of Camarines Sur was within the "below average" range.

Recommendation showed that awareness of different leadership styles and appropriate application of them in different types of schools with different goals will provide a more focused perception of the needs of teachers and students in their organization. Elementary school principals should undergo management trainings to meet the changing needs of education with the understanding that the most effective leaders display characteristics of responding most effectively to adversities.

The study just cited bears similarity to the present study inasmuch as one of the proposed recommendations is patterned to the theoretical framework of the current research, the situational theory. Besides, both studies believed to idea that true leaders' behavior can be detected in times of dealing adversities or in times when responding to unfavorable situations. They differ on the level of education where the main respondents belong. In Napire's study, it involved elementary school principals in the district of Camarines Sur while this study involved the secondary school principals in the second congressional district of Samar.

It is along the ideas and observation presented by the different authors in books, documents and studies conducted that gave a better view of this research to grasp some management styles and behavior which is believed to be a good source of leadership direction. The insights gained through readings have given

several inputs in the pursuance of the study. The research review that was made insured that there was still a need to conduct the present study because of the dissimilarities of research findings.

Chapter 3

METHODOLOGY

This chapter describes the research methodology used in this study. Specifically, it focuses on the techniques and procedures of gathering data, the population and sampling design, the instruments to be used, and the statistical tools and techniques necessary for the analysis and in interpreting the research data.

Research Design

This study adopted the descriptive correlation method of research. It focused on determining the extent of leadership behavior and human relations of secondary school heads in the Division of Samar as represented by 31 secondary school principals in the second congressional district of Samar. The descriptive correlation method was used in this study since it involve description and analysis of data to determine the relationships that exist between the variables particularly the conditions or relationships that exist, practices that prevail, attitudes that are held, effects that are being felt or trends that are developing. Comparative analysis was employed to crosscheck the significant status that prevails in the perceptions of the three groups of respondents.

To elicit information on leaders' behavior in terms of leader support,

interaction facilitation, goal emphasis, and work facilitation and human relations in terms of management, learning and training, understanding and motivating employees, and developing positive employee attitudes, three sets of questionnaires were prepared and administered to the respondents composed of Public School District Supervisors (PSDS), Secondary School Principals (SSP) and Secondary School Teachers (SST). To come-up with more detailed information on the personality of the secondary school heads, the principal respondents were required to answer the Emotional Quotient (EQ) self scored questionnaire and Personality Test (PT). Aside from the questionnaire checklists, documentary analysis and personal interview were used to verify the information obtained from the respondents of the study.

The results of the study were quantified, analyzed and statistically interpreted with the aid of statistical tools such as frequency counts, average, weighted means, analysis of variance, regression analysis, Pearson r, Scheffe's test or F-test of significance. The processed data from the three sources served as basis in designing an action to secondary school heads and prospective principals in the division of Samar to improve their technical know-how in management thereby producing highly competitive, responsible and productive graduates in the years to come.

Instrumentation

This study makes use of validated questionnaire as its main instrument in gathering data and other research strategies such as interview and documentary analysis.

Survey questionnaire. This instrument was prepared in three sets and administered to the three groups of respondents: the district supervisor, school heads and teachers of the second congressional district of Samar. The questionnaire consisted of five major parts.

Part I was designed to determine the profile of the respondents relative to their personal profile (age, sex, civil status, and educational attainment), work related profile (name of school, distance from home to school, managerial experience, number of personnel supervised, performance rating, and in-service training), and home related profile (average monthly income and number of dependents).

Part II of the questionnaire tries to elicit information on the leadership behavior of the secondary school principals through the questionnaires designed by Edwin Fleishman of the Ohio State University called Fleishman's Leadership Behavior Opinion Questionnaires (FLBOQ). In this instrument, four specific dimensions of leadership behavior are to be explored namely: leader support, interaction facilitation, goal emphasis, and work facilitation. The first two dimensions (leader support and interaction facilitation), investigate the level of consideration characterized by friendliness, mutual trust, respect and warmth in

the relationship between school head and subordinate. While the last two dimensions (goal emphasis and work facilitation), investigates the level of initiating structure featuring the ability of school heads to organize and define group activities, their relations to the group, their ability to define roles they expects each member to assume, assign tasks, plan ahead, establish way of getting things done and push for greater productivity (Bryman, 1992).

Part III of the survey gave emphasis on the human relation skills of the school principals. The questionnaires were taken from human relations for supervisors whose focus are directed to five typical headings of human relations to include: management, learning and training, understanding and motivating employees, developing positive employee attitudes, and problem solving techniques.

Part IV was centered on the personality of the principal respondents. Five traits known by the acronym OCEAN are to be explored: Openness to experience, Conscientiousness, Extroversion, Agreeableness, and Neuroticism (Golberg, 1992). With a total of 50 questions, the principal respondents were asks to rate themselves using the scale of 1 (disagree), 2 (slightly disagree), 3 (neutral), 4 (slightly agree), and 5 (agree). The objective is to determine the extent of their personality along the aforementioned traits.

Part V assesses the emotional quotient of the principal respondents to determine the way they handle their emotions and those with others. In this aspect, four factors were explored: self-awareness, self-management, social

awareness, and social skills (Mayer, et al. (1999). With a total of 40 questions, the principal respondents were asked to rate themselves honestly with regards to certain observable behaviors using the scale value as indicated: 5 (very good), 4 (good), 3 (acceptable/ok), 2 (could be better/inconsistent), and 1 (not very good/often neglect this). The objective is to identify the areas of relative strength and those with potential for development.

The researcher undertook unstructured interview to validate or crosscheck information made by the respondents particularly those that were doubtful or vague responses five days after the retrieval of the survey questionnaires.

Documentary analysis. The researcher also employed documentary analysis in gathering the needed data. Important documents and official records were examined from the Division Planning Office, Records Section, and Human Resource Management Office of the Department of Education, Division of Samar to determine the official designation of school heads, managerial experience, number of teaching staff, performance rating, educational attainment, and other relevant information touching on the personal, work-related, and home-related profile of school heads under study.

Validation of Instrument

Prior to the actual conduct of survey, questionnaires underwent expert critiquing and validation to ensure that all items are simple, comprehensive, and

relevant to the present study. To crosscheck the applicability of this instrument, a dry run was administered at Ramon T. Diaz National High School, Gandara, Samar to its school head, teachers and area supervisor with a total of 32 on February 22, 2016. A test and re-test was conducted to determine the reliability of the questionnaires. Results obtained from the survey described that most items in the questionnaire were simple, comprehensive and applicable to the present investigation. All questions were answered and respondents of the pilot school assured that the items in the survey questionnaire would provide the desired data needed for the problem investigated.

Based on the results of the try-out, the reliability coefficient was posted at 0.83 which indicated "fairly high" and adequate for individual measurements.

Sampling Procedure

In the selection of the public school district supervisors, total enumeration was utilized, which means that all district supervisors in the second congressional district of Samar Division were included in the study. In the case of secondary school heads, only school administrators with official designation as secondary school principals, head teachers and teacher-in-charge were subjected and part of the study. With this, a total of 31 school heads in the second congressional district of Samar Division were identified including their names and school of assignment. The sample is derived from 31 secondary schools.

Meanwhile, the teacher respondents were derived from 31 secondary schools in the second congressional district Samar where the principal respondents assigned. The Slovens formula (Pagoso, et al. 1985:18) was applied in determining the number of teachers' sample and simple stratified random sampling whose distribution is proportional to the total number of teachers in each school. Thus, the bigger the population, the more teachers are drawn otherwise, less sampled teachers could be taken in that school. The sample composed of 31 secondary school principals, 275 secondary school teachers and 20 public school district supervisors with a total of 326. Table 1 provides a clearer picture as to the number of respondents in each school.

Data Gathering Procedure

A written permission was first secured from the office of the Schools Division Superintendent of Samar Division prior to the administration of the survey questionnaires to sample schools in the second congressional district of Samar. Upon approval, said request was presented to the target respondents (district supervisor, school heads and teachers) for them to know that the survey to be conducted was properly acknowledged and approved by the higher authority. Hence, it must be treated and acted accordingly. The respondents were given assurance of strict confidentiality of their responses so as to elicit authentic information.

Table 1
Distribution of Respondent

Name of School	School Head	Teacher	
		Population	Sample
1. Basey National High School	1	76	24
2. Burgos Integrated School	1	23	8
3. Old San Agustin National High Sch.	1	13	4
4. Simeon Ocdol National High School	1	14	5
5. Valeriano C. Yancha MAS	1	40	13
6. Calbiga National High School	1	69	22
7. Daram National High School	1	45	15
8. Parasan National High School	1	12	4
9. Bagacay National High School - 1	1	20	7
10. Hinabangan National High School	1	38	13
11. Jiabong National High School	1	36	12
12. Marabut National High School	1	27	9
13. Osmeña National High School	1	33	11
14. Motiong National High School	1	35	12
15. Casandig National High School	1	17	6
16. Lawaan National High School	1	10	3
17. Tenani Integrated School	1	12	4
18. Wright National High School	1	54	18
19. Pinabacdao National High School	1	10	3
20. Quintin Quijano Sr. Agric. School	1	32	11
21. San Sebastian National High School	1	17	6
22. Hinangutdan National High School	1	7	2
23. Sta. Rita National High School	1	20	7
24. Tominamos Integrated School	1	34	11
25. Independencia National High School	1	25	8
26. Igot National High School	1	18	6
27. Primitivo T. Torrechiva NHS	1	8	3
28. San Andres National High School	1	17	6
29. Villareal National High School	1	47	16
30. Bioso Integrated School	1	6	2
31. San Isedro National High School	1	10	3
		31	275
Total		825	

Source: Basic Data for Government Secondary Schools, SY 2015-2016, Division of Samar

The survey questionnaire was personally handed and administered by the researcher himself to ensure high percentage of retrieval. In situation when the respondents unable to complies the survey on time due to conflict of their schedule, the researcher asks assistance from the school head concerned in the recovery of the instrument. The distribution and retrieval period of the questionnaires were undertaken from the third week of February to the last week of March 2016. Fortunately, 100% retrieval was obtained from the three groups of respondents. The data gathered were organized, analyzed, and interpreted with the aid of statistical concepts and principles.

Statistical Treatment of Data

The set of information collected was organized systematically in tabular form or in frequency distribution for easier and faster interpretation. To analyze the data, different tools in statistics were applied such as frequency counts, percentage, average weighted mean, standard deviation, one way analysis of variance, regression analysis, Pearson Product Moment of correlation and Scheffes test or F-test of significance.

On the profile of secondary school heads frequency distribution, percentage, mean and standard deviation were used and five-point Likert scale for determining the extent of leadership behavior manifested by the school heads along leader support, interaction facilitation, goal emphasis and work facilitation as reflected in Table 2.

Table 2
Five Points Likert Scale

Scale	Weighted Mean	Interpretation
5	4.51-5.00	Always Practiced (AP)
4	3.51-4.50	Often Practiced (OP)
3	2.51-3.50	Sometimes Practices (SP)
2	1.51-2.50	Rarely Practiced (RP)
1	1.00-1.51	Never Practiced (NP)

On the degree of human relations of school head respondents, the researcher employed frequency counts, weighted mean, standard deviation, analysis of variance, regression analysis, Pearson Product Moment of correlation and Scheffes test or F-test of significance.

On the level of personality traits and emotional quotient of 31 school heads, the researcher applied frequency counts and weighted mean.

On the comparison of the perceptions of the three groups of respondents relative to leadership behavior and human relation, weighted mean, standard deviation, analysis of variance, Scheffe's test or F-test of significance and regression analysis were employed.

To determine the degree of relationships between leadership behavior and human relation of secondary school heads, Pearson Product Moment of correlation (Walpole, 1982:207) and regression analysis were applied. To evaluate

the computed r , the table of reliability coefficient as suggested by Ebel (1965: 242) was considered.

Table 3
Table of 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 from individual measurements although useful for group average and school survey

The Fisher's t-test was used to test the significance of the computed r and one-way Analysis of Variance (ANOVA) for testing the difference on the perceptions of the public school district supervisor, secondary school heads, and secondary school teachers (Walpole, 1982: 392). However, if H_0 is rejected or once the conclusion arrived at significant difference, further testing through Scheffe's test was considered.

The researcher utilized the 0.05 level of significance in testing the hypothesis.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents analysis and interprets the data gathered through the survey questionnaires fielded and administered to the respondents of this study. The data consists of profile of secondary school heads, leadership behavior, human relation practices, and comparison of the perceptions of the three groups of respondents on issues associated with leadership behavior and human relation practices. The organized data are presented in tabular forms with corresponding statistical analysis and interpretation.

Profile of the Respondents

The profile of Secondary School Heads (SSH) in the second congressional district of Samar was grouped into three categories: personal profile, work related profile and home related profile. The personal profile consists of age, sex, civil status, educational attainment, personality test and emotional quotient. The work related profile consists of distance from home to school, length of service, managerial experience, number of personnel supervised, performance rating and in-service training. While home related profile consists of average monthly income and number of dependents.

Personal profile. This section includes the age and sex, civil status, educational attainment personality test and emotional quotient of the secondary school heads in the second congressional district of Samar.

Age and sex. The age and sex distribution of SSHs is shown in Table 4. As viewed from this Table, eight or 25.81 percent are in the age bracket of 45 to 47 where two or 6.45 percent are males and six or 19.35 percent are females. Also, eight or 25.81 percent are in the age bracket of 51 to 53 where three or 9.68 percent are males and 5 or 16.13 percent are

Table 4

Age and Sex Distribution of the School Head Respondents

Age	Sex		Total	Percents
	Male	Female		
63 - 65	1	0	1	3.22
60 - 62	1	0	1	3.22
57 - 59	1	0	1	3.22
54 - 56	1	2	3	9.68
51 - 53	3	5	8	25.81
48 - 50	2	3	5	16.13
45 - 47	2	6	8	25.81
42 - 44	1	2	3	9.68
39 - 41	0	1	1	3.22
Total	12	19	31	100.00
Percent	38.71	61.29	100.00	
Mean	52.25	48.37	49.87	
SD	6.06	4.06	5.30	

females. Moreover, the interval with the least frequency falls under the age bracket of 39 to 41, 57 to 59, and 63 to 65 respectively. The youngest school head fall under the age bracket of 39 to 41 while the oldest falls under the age bracket of 63 to 65. In general, the average age of the respondent is 49.87 or 50 years with standard deviation of 5.30 which indicated that the secondary school heads were in their late 40s.

As to the sex distribution of secondary school head respondents, the table shows that female dominated this group with 19 out 31 or 61.29 percent are females and 12 or 38.71 percent are males. Thus, teaching profession attracts more to females than to their male counterparts (Ybanez, 2000).

Civil status. In terms of the respondents' civil status, Table 5 reveal that majority of the secondary school heads were married as supported by the data with a total of 26 or 83.87 percent while respondents with single civil status got only a total of five or 16.13 percent out of 31 samples.

Table 5

Civil Status Profile of the School Head Respondents

Civil Status	Frequency	Percent
Single	5	16.13
Married	26	83.87
Total	31	100.00

Educational attainment. Table 6 contains data in relation to educational attainment of secondary school heads where: out of 31 respondents, five or 16.13 percent are BS/AB with MA/MS units, 12 or 38.71 percent are MA/MS holders, 10 or 32.26 percent are MA/MS with Ph.D. units and four or 12.90 percent are Ph.D./Ed.D. holders. The data confirmed that majority of the school heads are MA/MS holders while the rest are on the process of their MA/MS or doctorate degree indicating that they are educationally equipped and prepared to hold administrative positions.

Table 6

**Profile of the School Head Respondents in Terms
of their Educational Attainment**

Educational Attainment	Frequency	Percent
Ph.D./Ed.D.	4	12.90
MA/MS with Ph.D.		
Units	10	32.26
MA/MS		
BS/AB with MA/MS	12	38.71
Units	5	16.13
Total	31	100.00

Personality test. Table 7 portrays the personality of secondary school head respondents in terms of extroversion (is the personality trait of seeking fulfillment from sources outside the self or in community),

agreeableness (reflects much individuals adjust their behavior to suit others), conscientiousness (is the personality trait of being honest and hardworking), neuroticism (is the personality trait of being emotional), and openness to experience (is the personality trait of seeking new experience and intellectual pursuits).

As reflected in the table, the respondents appeared to be an introvert a kind of personality wherein the subject have less socially outgoing, more reserved than most other people, and preferred to

work on their projects alone. They tend to be quiet, low-key, deliberate, and less involved in social world. Their lack of social involvement should not be interpreted as shyness or depression. They simply need less stimulation than extroverts and more time alone.

In terms of agreeableness, the respondents scored high indicating that their personality are typically polite and like people. They are generally considerate, friendly, generous, helpful, and willing to compromise their interests with others. Also, they have an optimistic view of human nature believing that people are basically honest, decent and trustworthy.

In the aspect of conscientiousness, the respondent scored high which means that they tend to follow rules and preferred to be transparent. The respondent along this line holds a neutral level and

conscientiousness, being able to exert self discipline from time to time, but also occasionally being impulsive.

On the other hand, the score under neuroticism is low suggesting that they are easily upset and are emotionally reactive to stressful or painful situations. While the mean score under openness to experience, it appeared to be low indicating that the respondents may be down to earth.

Table 7
Profile of the School Head Respondents in
Terms of Personality Test

Variable	F	Mean	Interpretation
Extroversion (E)	2.31	31	Low
Agreeableness (A)	2.70	31	High
Conscientiousness (C)	2.66	31	High
Neuroticism (N)	2.20	31	Low
Openness to Experience (O)	2.01	31	Low

Legend: 2.51 - 5.00 High
 1.00 - 2.50 Low

Emotional quotient. Reflected in Table 8 are the data on the level of emotional quotient of the secondary school head respondents in terms of self-awareness, self management, social awareness and social skills.

The data revealed that the respondents' score under self-awareness is average specifying of their awareness on how their feelings and

emotions impact on their own opinions, attitudes, and judgments. They can facilitate interactions and monitor their own emotions during exchanges with others.

The score under self-management is average indicating the ability to adjust emotions, thoughts, and behaviors in dynamic environment and changing conditions. They can successfully control their emotions most of the time and are typically not impulsive. Like most people, significant changes may perceive as difficult, but most adjustments are handled adequately.

The score in social awareness is high suggesting, a kind of school heads who are cooperative, responsible and dependable. They will be helpful when interacting with others and will try to actively contribute to the community at large.

Table 8
Profile of the Respondents in Terms
of Emotional Quotient

Variables	Score	Interpretation
Self Awareness	6	Average
Self Management	7	Average
Social Awareness	8	High
Social Skills	8	High
Legend:	8 - 10	High
	4 - 7	Average
	1 - 3	Low

High responses under social skills are prevalent, portraying a school heads that are above average in interpersonal skills. This is the scale that ties most directly to the ability to interact with others. The sample is able to form agreeable relationships and alliances. This ability supports effective communication and the mutually beneficial exchanges of ideas, feelings and emotions.

Work-related profile. Under this section are the following: distance from home to school, length of service, managerial experience, number of personnel supervised performance rating, in-service trainings attended by the secondary school heads.

Distance from home to school. Table 9 highlights the profile of the secondary school heads in terms of distance from home to the place of their assignment. As observed, 13 or 41.94 percent out of 31 respondents claimed that the distance from home to their place of assignment is about 1 to 10 kilometers while eight or 25.80 percent claimed that their place of assignment is about 11 to 20 kilometers from home. In addition, three or 9.68 percent travel an estimated distance of 91 to 100 kilometers to their place of work.

In general, the distance of secondary school heads to their place of assignment is tolerable with a mean distance of 23.24 kilometers and a standard deviation of 26.36 kilometer. Besides, the locations of most

secondary schools are highly accessible due to massive infrastructure development and rehabilitation program of the government.

Table 9

Profile of School Head Respondents in Terms of Distance from Home to School

Distance from Home to School	Frequency	Percent
91 - 100	3	9.68
81 - 90	0	0.00
71 - 80	0	0.00
61 - 70	0	0.00
51 - 60	0	0.00
41 - 50	2	6.45
31 - 40	2	6.45
21 - 30	3	9.68
11 - 20	8	25.81
1 - 10	13	41.94
Total	31	100.00
Mean	23.24	
SD	26.36	

Length of service. Table 10 presents the profile of School Head respondents in terms of length of service. It is indicated in the table that 7 or 22.58 percent out of 31 has been in the institution for 21 to 22 years. It was followed by 5 or 16.12 percent serving for 27 to 28 years and the neophyte among this group is 2 or 6.45 percent serving for 15 to 16 years,

Table 10
Profile of School Head Respondents
in Terms of Length of Service

Years in Service	Frequency	Percent
35 - 36	1	3.23
33 - 34	1	3.23
31 - 32	2	6.45
29 - 30	1	3.23
27 - 28	5	16.12
25 - 26	4	12.90
23 - 24	4	12.90
21 - 22	7	22.58
19 - 20	3	9.68
17 - 18	1	3.23
15 - 16	2	6.45
Total	31	100.00
Mean	24.27	
SD	4.84	

while the experienced principal with a total of one (1) has served the institution for 35 to 36 years. In general, the secondary school heads have served an average length of 24.27 years with standard deviation of 4.84.

The data revealed further that the secondary school heads had served the institution for quiet long years whose length of exposure sprinkled them with ample experiences to exercise their duties and responsibilities.

Managerial experience. Table 11 reflects the managerial profile of the School Head respondents. As viewed from this table that 11 or 35.49 percent out of 31 respondents were in the bracket of 4 to 6 years.

This was followed by 9 or 29.04 percent serving for 7 to 9 years. There were three secondary school heads or 9.68 percent served for 1 to 3 years

Table 11
Managerial Profile of the School
Head Respondents

Managerial Experience (years)	Frequency	Percent
25 - 27	1	3.22
22 - 24	0	0.00
19 - 21	1	3.22
16 - 18	2	6.45
13 - 15	1	3.22
10 - 12	3	9.68
7 - 9	9	29.04
4 - 6	11	35.49
1 - 3	3	9.68
Total	31	100.00
Mean	8.39	
SD	5.37	

and the principal with the highest managerial experience was in the bracket of 25 to 27 years with a total of 1 or 3.22%. The average managerial experience of the respondents is 8.39 years with the standard deviation of 5.37.

The data revealed that most of the secondary school heads were neophytes as school heads. Yet, prior to their official designation in the principalship position, they were locally designated as department heads with authority to perform managerial functions in their respective place of assignment.

Number of personnel supervised. Reflected in Table 12 is the number of personnel supervised by the secondary school head respondents. The data revealed that majority of the school heads in which

Table 12

**Number of Personnel Supervised by the
School Head Respondents**

Number of Personnel	Frequency	Percent
70 - 76	1	3.22
63 - 69	1	3.22
56 - 62	0	0.00
49 - 55	1	3.22
42 - 48	2	6.45
35 - 41	3	9.68
28 - 34	4	12.90
21 - 27	3	9.68
14 - 20	7	22.59
7 - 13	9	29.04
Total	31	100.00
Mean	25.81	
SD	18.67	

nine or 29.04 percent out of 31 respondents were supervising 7 to 13 teachers. The second highest frequency consists of seven or 22.59 percent supervising from 14 to 20 teachers. The highest number of teachers supervised ranges from 70 to 76 with a frequency of one or 3.22 percent. The average number of teacher supervised is 25.81 with standard deviation of 18.67.

The data portrayed that the total number of subordinates per school are manageable. Though there are big schools with numerous teachers but still the issue of management is no longer a problem because there are head teachers and department heads with responsibility to assist the school principal in the management aspect.

Performance rating. Table 13 presents the performance rating of secondary school head respondents for the last three years in which 17 or 54.84 percent out of 31 samples were outstanding and 14 or 45.16 percent garnered a descriptive rating of very satisfactory. The data pointed further that the secondary school heads are aware of their duties and responsibilities and are willing to fulfill with utmost determination, commitment and accountability.

Table 13

**Performance Rating of the School
Head Respondents**

Performance Rating	Frequency	Percent	Interpretation
8.50 - 10.00	17	54.84	Outstanding
7.00 - 8.49	14	45.16	Very Satisfactory
Total	31	100.00	

In-service training. Table 14 presents the data on the number of hours of management related in-service trainings by the 31 secondary school head respondents in the Division of Samar. As revealed from the table, 18 out of 31 or 58.06% attended in-service training from 157 to 175 hours. While the least number of school heads is 1 out 31 or 3.23% were able to attend from 24 to 42, 62 to 80, and 214 to 232 hours respectively. The average number of trainings attended by the school heads was 148.84 or 149 hours. The findings implied that school heads were exposed to different managerial trainings and were updated on issues concerning school leadership.

Table 14
Profile of Secondary School Heads in
Terms of Trainings Attended

Length of Trainings (in Hours)	Frequency	Percent
214 - 232	1	3.23
195 - 213	0	0.00
176 - 194	2	6.45
157 - 175	18	58.06
138 - 156	0	0.00
119 - 137	3	9.67
100 - 118	5	16.13
81 - 99	0	0.00
62 - 80	1	3.23
43 - 61	0	0.00
24 - 42	1	3.23
Total	31	100.00
Mean	148.84	
SD	36.87	

Home-related profile. This section tackles about the average monthly income and number of dependents of the secondary school head respondents.

Average monthly income. Reflected in Table 15 is the profile of secondary school head respondents in terms of their average monthly income. The data showed that 17 or 54.84 percent out of 31 samples, being the highest frequency, received a monthly income from P35,000.00 to P37,999.00. The second highest frequency is seven or 22.59 percent with monthly income of P41,000.00 to P43,999.00. There were two or 6.45 percent administrators with official designation as Master Teachers (MT)

but then they were assigned as Teacher in Charge (TIC) with monthly earning ranges from P32,000.00 to P34, 999.00. Meanwhile, out of 31 respondents, two or 6.45 percent received the highest monthly income of P47,000.00 to P49,999.00. In totality, the mean income of school head respondents is P38,918.85 with standard deviation of P3,916.71. The data divulged that their present monthly income coincides on salary standardization policy. It is reasonable whose total amount is enough to finance the basic family demand including education.

Table 15

Profile of the School Head Respondents in Terms of their Average Family Income/Month (AFI)

AFI/Month	Frequency	Percent
47,000 - 49,999	2	6.45
44,000 - 46,999	1	3.22
41,000 - 43,999	7	22.59
38,000 - 40,999	2	6.45
35,000 - 37,999	17	54.84
32,000 - 34,999	2	6.45
Total	31	100.00
Mean	P38,918.85	
SD	P3,916.71	

Number of dependents. Portrayed in Table 16 is the profile of secondary school head respondents in terms of the number of dependents.

Depicted in this table that majority of them with a total of nine or 29.04 percent have zero dependent, seven or 22.58 percent with two dependents and six or 19.36 percent with only dependent. It can be noted from this table that one or 3.22 percent of the total respondent obtained the highest number of dependents with a total of 6. The average number of dependents is 1.77 or 2.0 with standard deviation of 1.64 or 2.0. It can be noted from the table that the number of school head dependents are minimum and parallel to the concept of family planning.

Table 16
Number of Dependents of the
School Head Respondents

Number of Dependents	Frequency	Percent
6	1	3.22
5	2	6.45
4	1	3.22
3	5	16.13
2	7	22.58
1	6	19.36
0	9	29.04
Total	31	100.00
Mean	1.77 or 2.0	
SD	1.64 or 2.0	

Extent of Leadership Behavior Manifested by the Secondary School Heads

This study tried to scrutinize the extent of leadership behavior manifested by the secondary school heads in the division of Samar along with their leader support, interaction facilitation, goal emphasis and work facilitation as perceived by the secondary school heads themselves, public school district supervisors and secondary school teachers. The indicators in each structure which centered on the knowledge, abilities, attitudes and behavior needed for a solid camaraderie and performance are appraised using the scale of 1 to 5 which referred to Never Practiced (NP), Rarely Practiced (RP), Sometimes Practiced (SP), Often Practiced (OP), and Always Practiced (AP) respectively. As such, they are all specifically treated according to how the three groups of respondents have perceived them.

Leader support. Found in Table 17 are the perceptions of the secondary school heads, district supervisors, and secondary school teachers on issue concerning leader support of the secondary school heads in the Division of Samar with emphasis on the level of concern to subordinates.

As observed from the table, majority of the indicators were rated as Often Practiced (OP) by the three groups of respondents. However, examining closely the degree of leader support manifested as indicated in the mean score of each indicator, a slight difference can be noted.

Table 17

Leadership Behavior of Secondary School Heads Along Leader Support as Perceived by the Three Groups of Respondents

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
1. Evaluates fairly the accomplishments of teachers	4.48	OP	4.21	OP	4.26	OP	4.32	OP		
2. Implements a program for personnel welfare.	4.58	AP	4.16	OP	4.17	OP	4.30	OP		
3. Find time to listen to the personal/professional concern of teachers.	4.68	AP	4.53	AP	4.16	OP	4.46	OP		
4. Make the teacher feel at home when talking with them.	4.71	AP	4.47	OP	4.26	OP	4.48	OP		
5. Speaks as representative of teachers.	4.71	AP	4.47	OP	4.29	OP	4.49	OP		
6. Provide coaching and mentoring when appropriate.	4.48	OP	4.42	OP	4.25	OP	4.38	OP		
7. Look out for the personal welfare of the individual staff members.	4.35	OP	4.26	OP	4.20	OP	4.27	OP		
8. Cares about the needs of employees rather than his or her own success.	4.32	OP	4.26	OP	4.04	OP	4.21	OP		

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
9. Provides support and encouragement to teachers with difficult task.	4.32	OP	4.05	OP	4.21	OP	4.19	OP		
10. Socializes people to build relationships.	4.39	OP	4.26	OP	4.27	OP	4.31	OP		
11. Recognizes contributions and accomplishments of teachers.	4.48	OP	4.16	OP	4.24	OP	4.29	OP		
12. Allows teachers to determine the best way to do a task.	4.52	AP	4.26	OP	4.27	OP	4.35	OP		
13. Keeps teachers informed about action affecting them.	4.48	OP	4.05	OP	4.21	OP	4.25	OP		
14. Encourage teachers to grow professionally and improve their competence to educational leadership and enhance feelings of efficiency.	4.61	AP	4.21	OP	4.32	OP	4.38	OP		
15. Helps and guide teachers to discover problems and difficulties.	4.39	OP	4.26	OP	4.20	OP	4.28	OP		

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
16. Capitalizes on human assets by appropriate trainings and development programs especially in new teaching technologies.	4.61	AP	4.21	OP	4.22	OP	4.35	OP		
Grand Total	72.11		68.24		67.57		69.31			
Grand Mean	4.51	AP	4.26	OP	4.22	OP	4.33	OP		
Legend:	4.51 - 5.00	Always Practiced	(AP)	3.51 - 4.50	Often Practiced	(OP)	2.51 - 3.50	Sometimes Practiced (SP)		
	1.51 - 2.50	Rarely Practiced	(RP)	1.00 - 1.50	Never Practiced	(NP)				

From the secondary school head respondents, it can be noted that they give a rating of "Always Practiced" in seven indicators and "Often Practiced" in nine indicators. The highest mean rating of 4.71 corresponded to two indicators as follows: "Make the teacher feel at home when talking with them," and "Speaks as representative of teacher". The indicator "find time to listen to the personal/professional concern of teachers," obtained the second highest mean rating of 4.68. The lowest mean rating is 4.32 under the indicators of "Cares the needs of employees rather than his or her own success" and "Provides support and encouragement to teachers with difficult task" respectively. In general, the

descriptive rating of the secondary school head respondents under leader support is "Always Practiced" with a grand mean of 4.51.

As to the assessment of the district supervisors on the level of leader support manifested by the secondary school heads, showed that out of sixteen indicators, only one was rated "Always Practiced" and the remaining fifteen indicators were rated as "Often Practiced." The highest mean rating is 4.53 under "Find time to listen to the personal/professional concern of teachers," and the second highest mean rating is 4.47 which corresponded to two indicators as follows: "Make the teacher feel at home when talking with them" and "Speaks as representative of teachers," respectively. The lowest mean rating is 4.05 which corresponded to two indicators namely: "Provides support and encouragement to teachers with difficult tasks" and "Keeps teachers informed about actions affecting them". The overall assessment of the district supervisors on the extent of leader support by the secondary school heads is 4.26 with a descriptive rating of "Often Practiced".

The teacher respondents on the other hand, give a unanimous rating of "Often Practiced" in all indicators under leader support. The highest mean rating of 4.16 was found in "Encourage teachers to grow professionally and improve their competence to educational leadership and enhance feelings of efficiency," and the second highest mean rating of 4.29 fall under "Speaks as representative of teachers," while 4.04 being the lowest was found under "Cares about the needs of employees rather than his or her own success." The overall

impression of the teacher respondents on the level of leader support manifested by their respective school heads is 4.22 with a descriptive rating of often practiced.

Apparently, the respondents give more emphasis on " Make the teacher feel at home when talking with them," " Speaks as representative of teachers," " Find time to listen to the personal/professional concern of teachers" and "Encourage teachers to grow professionally and improve their competence to educational leadership and enhance feelings of efficiency."

Findings reveal that the secondary school heads are determined to establish harmonious relationships and good camaraderie with the teachers, superiors and other stakeholders to include parents, students and community in general. They struggle for the welfare of the majority. His willingness and sincerity to listen to subordinates and his readiness to give moral and technical support for personal and professional advancement of all human elements under his administration are signs of compassion and service making the individual strong, confident, proactive and productive member in the educational system.

Interactions facilitation. Table 18 presents information on the leadership behavior of secondary school heads along interaction facilitation featuring the knowledge and abilities to minimize conflict and sustain good relationships in the organization as perceived the three groups of respondents: secondary school head, district supervisors and secondary school teachers. As

Table 18

Leadership Behavior of Secondary School Heads Along Interaction Facilitation As Perceived by the Three Groups of Respondents

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
1. Encourages the teacher to work as a team.	4.71	AP	4.47	OP	4.33	OP	4.50	OP		
2. Allows teachers to exchange opinions and ideas during conferences/ meetings or other related transactions.	4.77	AP	4.37	OP	4.40	OP	4.51	AP		
3. Open and frank in dealing with teachers and staff.	4.61	AP	4.21	OP	4.28	OP	4.37	OP		
4. Plans for improved administrative performance in relation to organizational goals.	4.61	AP	4.32	OP	4.29	OP	4.41	OP		
5. Puts relevant suggestions by teachers into operation.	4.19	OP	4.37	OP	4.17	OP	4.24	OP		
6. Friendly and approachable.	4.71	AP	4.37	OP	4.33	OP	4.47	OP		
7. Assesses the organizations' effectiveness through emphasis on process and output.	4.13	OP	4.11	OP	4.25	OP	4.16	OP		

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
3. Is always fair in his dealing with teachers.	4.45	OP	4.16	OP	4.13	OP	4.25	OP		
9. Assigns group members to particular tasks.	4.71	AP	4.21	OP	4.37	OP	4.43	OP		
10. Consults with people on decisions affecting them.	4.13	OP	4.00	OP	4.20	OP	4.11	OP		
11. Willing to make changes in decisions when circumstances necessitate such changes.	4.32	OP	4.00	OP	4.23	OP	4.18	OP		
12. Makes sure that his part in the organization is understood.	4.48	OP	4.21	OP	4.30	OP	4.33	OP		
13. Keeps confidential information to yourself.	4.68	AP	4.21	OP	4.21	OP	4.37	OP		
14. Makes and communicate decision promptly.	4.58	AP	4.05	OP	4.24	OP	4.33	OP		
15. Takes responsibility for decisions without finger pointing.	4.48	OP	4.26	OP	4.17	OP	4.30	OP		
Grand Total	67.56		63.32		63.90		64.96			
Grand Mean	4.50	OP	4.22	OP	4.26	OP	4.33	OP		
Legend:	4.51 - 5.00	Always Practiced (AP)		3.51 - 4.50	Often Practiced (OP)		2.51 - 3.50	Sometimes Practiced (SP)		
	1.51 - 2.50	Rarely Practiced (RP)		1.00 - 1.50	Never Practiced (NP)					

viewed from the table, majority of the indicator were rated within 3.52 to 4.50 with a descriptive rating of "Often Practiced". However, examining the mean response in detailed, a slight difference is noticeable.

From the secondary school head respondents, out of fifteen indicators, eight were rated as "Always Practiced" and seven were rated as "Often Practiced." The highest mean rating of 4.77 was found under the indicator of "Allows teachers to exchange opinions and ideas during conferences/meetings or other related transactions," and the second highest mean rating of 4.71 was corresponded to two indicators namely: "Encourages the teachers to work as a team," and "friendly and approachable," respectively. The lowest mean rating is 4.13 under "Consults with people on decision affecting them". Generally, the school heads considered themselves as performing administrators with an average rating of 4.50 under the descriptive rating of "Often Practiced".

As to the District Supervisors' assessment, they projected a descriptive rating of "Often Practiced" in all indicators under interaction facilitation. The indicator "Encourages the teachers to work as a team," obtained the highest mean rating of 4.47 while "Allows teachers to exchange opinions and ideas during conferences/meetings or other related transactions," "Puts relevant suggestions by teachers into operation" and "Friendly and approachable" obtained the second highest mean rating of 4.37. The indicators "Consults with people on decisions affecting them" and "Willing to make changes in decisions when circumstances necessitate such changes" got the lowest rating of 4.00. The

average mean rating of secondary school heads based on the assessment of the district supervisors is 4.22 with a descriptive rating of "Often Practiced".

On the other hand, the teachers' assessment arrived at a descriptive rating of "Often Practiced" in all indicators under interaction facilitation with an average mean rating of 4.26. The statement "Allows teachers to exchange opinions and ideas during conferences/meetings or other related transactions" attained the highest mean rating of 4.40 while "Assigns group members to particular tasks" got the second highest mean rating of 4.37. The lowest mean rating of 4.20 falls under "Consults with people on decisions affecting them". The grand mean along interaction facilitation marked at 4.33 with a descriptive rating of "Often Practiced".

Based on the reactions and assessments of the respondents on issues concerning interaction facilitation, the practices that were most observed includes the following: "Allows teachers to exchange opinions and ideas during conferences/meetings or other related activities," "Encourages the teachers to work as a team," "friendly and approachable," "Puts relevant suggestions by teachers into operation," and "Assigns group members to particular tasks".

The data implied that the secondary school heads' decisions and actions to be undertaken relative to school and staff concerns were based on the consensus of the majority. Likewise, working towards good relationships and quality performance are one of the top priorities of the school heads through team-working and proper staffing, wherein the basis of work assignments or

delegation of responsibilities are the educational qualifications, work preference and capability of the staff members.

Goal emphasis. Along this area, the level of leadership behavior of secondary school heads with emphasis on their abilities to motivate subordinates to accomplish the task at hand were properly scrutinized by the secondary school heads themselves, district supervisors and secondary school teachers whose results are presented in Table 19.

From the group of secondary school heads, it can be noted that out of 15 listed indicators, seven of which were rated as "Always Practiced" and eight (8) were rated as "Often Practiced". The highest mean rating is 4.68 under "Sets an example by working hard himself" whereas "Encourages teachers to give their best effort" appeared to be the second highest mean rating of 4.64. The lowest rating was in "Provides incentive, motivation and support to enable subordinate achieve target effectively" with a total of 4.19. In general, the performance of secondary school heads along this line obtained the average mean rating of 4.44 or "Often Practiced".

The district supervisors' point of view on the other hand, reveals that the performance of secondary school heads is within the bracket of "Often Practiced" in which 100% of the indicators were rated as such. Among the responses of this group, the highest rating is 4.42 which corresponded to two indicators as follows: "encourage teachers to give their best effort" and "Praises teachers for work well

Table 19

**Leadership Behavior of Secondary School Heads Along Goal Emphasis
as Perceived by the Three Groups of Respondents**

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
1. Encourages teachers to give their best effort.	4.64	AP	4.42	OP	4.30	OP	4.45	OP		
2. Maintains high standard of performance	4.24	OP	4.00	OP	4.28	OP	4.19	OP		
3. Sets as example by working hard himself.	4.68	AP	4.05	OP	4.20	OP	4.31	OP		
4. Provides the help you need so that you can schedule work ahead of time.	4.26	OP	4.00	OP	4.19	OP	4.15	OP		
5. Provides incentive, motivation and support to enable subordinate achieve target effectively.	4.19	OP	4.11	OP	4.09	OP	4.13	OP		
6. Allows teachers to feel like initiators of their behavior rather than being manipulated.	4.32	OP	4.05	OP	4.20	OP	4.19	OP		
7. Communicates with charisma and effectiveness to groups.	4.35	OP	4.32	OP	4.20	OP	4.29	OP		
8. Praises teacher for work well done.	4.61	AP	4.42	OP	4.23	OP	4.42	OP		

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
9. Delegates work in a way that encourages others to have full ownership.	4.61	AP	4.26	OP	4.26	OP	4.38	OP		
10. Expresses confidence that a person or group can perform a difficult task.	4.23	OP	4.11	OP	4.28	OP	OP	OP		
11. Emphasizes the meeting of deadlines.	4.55	AP	4.05	OP	4.31	OP	4.30	OP		
12. Schedules the work to be done.	4.58	AP	4.11	OP	4.35	OP	4.35	OP		
13. Sees to it that teachers are working to capacity	4.39	OP	4.26	OP	4.32	OP	4.32	OP		
14. Maintains justifiable standard of performance.	4.42	OP	4.16	OP	4.30	OP	4.29	OP		
15. Try out new ideas with the teachers.	4.52	AP	4.11	OP	4.28	OP	4.30	OP		
Grand Total	66.64		62.43		63.79		64.28			
Grand Mean	4.44	OP	4.16	OP	4.25	OP	4.29	OP		
Legend:	4.51 - 5.00	Always Practiced (AP)		3.51 - 4.50	Often Practiced (OP)		2.51 - 3.50	Sometimes Practiced (SP)		
	1.51 - 2.50	Rarely Practiced (RP)		1.00 - 1.50	Never Practiced (NP)					

done". The second highest rating is 4.32 which corresponded to "Communicates with charisma and effectiveness to groups". The lowest rating is 4.00 which corresponded to "Maintain high standard of performance" and "Provides the help you need so that you can schedule work ahead of time". The overall impression of the district supervisors arrived an average mean rating of 4.16 or "Often Practiced".

As to the secondary school teachers' assessment, 100% of the indicators were given a descriptive rating of "Often Practiced" whose numerical rating lies at the interval of 3.51 to 4.50. The two uppermost mean ratings are 4.35 and 4.32. These values paired to "Schedules the work to be done" and "Sees to it that teachers are working to capacity". The lowest mean rating is 4.09 which corresponded to "Provides the help you need so that you can schedule work ahead of time" and "Provides incentive, motivation and support to enable subordinate achieve target effectively". The Secondary School Teachers concluded that the performance of their respective school heads is 4.25 with a descriptive rating of "Often Practiced".

As a whole, the respondents perceived the performance of secondary school heads as "Often Practiced" with a grand mean of 4.29. In looking further at the data, the respondents have identified indicators with remarkable mean ratings. Among these are as follows: "Sets an example by working hard himself," "Encourages teachers to give their best effort," "Schedules the work to be done," "Sees to it that teachers are working to capacity," "Praises teachers for

work well done," and "Communicates with charisma and effectiveness to groups".

The data asserted that the secondary school heads in Samar division are role models in their respective stations. Their willingness and dedication to lead by example have motivated the teachers to exert the best of their ability. Recognizing the overall capability of teachers as basis in delegating responsibility and simple commendation for their accomplishments make the teacher comfortable, energetic and productive. The respondents figure out the secondary school heads to be charismatic and servant leaders, a man with word of honor, sincere and committed towards work and public service.

Work facilitation. Table 20 presents the leadership behavior of Secondary School Heads as perceived by the secondary school heads themselves, district supervisors, and secondary school teachers along work facilitation with emphasis on clarifying roles, acquiring and allocating resources, and reconciling conflicts.

The secondary school head assessments reveal that out of twenty indicators under work facilitation, ten or 50% of which were rated as "Always Practiced" and the remaining ten indicators or 50% were rated as "Often Practiced". The statement like "Assigns teachers to particular tasks" and "Determines specific job descriptions for each position in the school system" obtained the highest mean rating of 4.74 and 4.64 respectively. While the lowest

Table 20

**Leadership Behavior of Secondary School Heads Along Work Facilitation
as Perceived by the Three Groups of Respondents**

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
1. Establishes closer relations and mutual understanding with MOOE personnel to obtain first action and disbursements.	4.45	OP	4.00	OP	4.03	OP	4.16	OP		
2. Leads in establishing and maintaining an effective organization for carrying out the functions for which the institution exist.	4.61	AP	4.00	OP	4.05	OP	4.22	OP		
3. Observes budgetary rules and regulations in purchasing equipment, construction materials and office supplies.	4.32	OP	3.89	OP	3.90	OP	4.04	OP		
4. Satisfies the needs of all members of the institution without violating rules and regulations.	4.29	OP	3.84	OP	4.12	OP	4.08	OP		

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
5. Helps solve common problems with cooperative undertakings with teachers.	4.55	AP	3.95	OP	4.28	OP	4.26	OP		
6. Encourages subordinate to take action without waiting for detailed review and approval from him.	4.23	OP	3.84	OP	4.18	OP	4.08	OP		
7. Let the teachers know what is expected of them.	4.52	AP	4.16	OP	4.22	OP	4.30	OP		
8. States expectation clearly and confirm understanding.	4.52	AP	4.21	OP	4.24	OP	4.32	OP		
9. Utilizes resources, manpower and materials for the improvement and realization of school programs and projects.	4.55	AP	4.11	OP	4.27	OP	4.31	OP		
10. Observes and supervises the teaching of subjects, evaluates teaching procedures and sees to it they comply with instructional requirements.	4.23	OP	3.95	OP	4.32	OP	4.17	OP		

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
11. Knows how to operate a typewriter, mimeographing machine, Xerox copier, computer and other school equipment.	4.55	AP	4.00	OP	4.27	OP	4.27	OP		
12. Provides guidance on the teachers on how to assess or measure goal accomplishment.	4.39	OP	4.05	OP	4.30	OP	4.25	OP		
13. Analyze classroom observation data to improve instruction.	4.26	OP	3.84	OP	4.35	OP	4.15	OP		
14. Asks the teachers to follow standards rules and regulations.	4.32	OP	4.21	OP	4.33	OP	4.29	OP		
15. Implement innovations as a method to improve performance.	4.32	OP	3.74	OP	4.26	OP	4.11	OP		
16. Sees to it that the work of the staff members is coordinated.	4.52	AP	4.05	OP	4.29	OP	4.29	OP		
17. Assigns teachers to particular tasks.	4.74	AP	3.95	OP	4.42	OP	4.37	OP		
18. Determines specific job description for each position in the school system.	4.64	AP	3.68	OP	4.29	OP	4.20	OP		

Leadership Behavior	Respondents' Category						Combined Mean	Interpretation		
	School Heads		District Supervisor		Teachers					
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation				
19. Criticizes poor work	3.74	AP	3.67	OP	3.97	OP	4.13	OP		
20. Emphasizes the use of objectives and information feedback in managing the decision process.	4.45	OP	3.68	OP	4.25	OP	4.13	OP		
Grand Total	88.20		78.82		84.34		84.13			
Grand Mean	4.41	OP	3.94	OP	4.21	OP	4.21	OP		
Legend:	4.51 - 5.00	Always Practiced	(AP)							
	3.51 - 4.50	Often Practiced	(OP)							
	2.51 - 3.50	Sometimes Practiced	(SP)							
	1.51 - 2.50	Rarely Practiced	(RP)							
	1.00 - 1.50	Never Practiced	(NP)							

mean rating was given to "Criticizes poor work" with a total of 3.74. Meanwhile, the level of performance of Secondary School Heads along work facilitation as described by twenty indicators is 4.41 with a descriptive rating of "Often Practiced".

From the district supervisors' standpoint, the highest mean rating is 4.21 and 4.16 which corresponded to "States expectation clearly and confirm understanding," "Asks the teachers to follow standards rules and regulations," and "Let the teachers know what is expected of them" respectively. The lowest mean rating is 3.67 which pointed to "Criticizes poor work". This group of

respondent concluded that the level of the school heads' performance along work facilitation is 3.94 which interpreted to be as "Often Practiced".

Meanwhile, the secondary school teachers' perceptions revealed that all indicators under work facilitation were given a descriptive rating of "Often Practiced". The highest rating is 4.42 and 4.35 which corresponded to "Assigns teachers to particular tasks," and "Analyzes classroom observation data to improve instruction" respectively. The lowest rating is in "Observes budgetary rules and regulations in purchasing equipment, construction materials and office supplies" with a total of 3.90. The average rating of the school heads from the teachers' group is 4.21 with a descriptive rating of "Often Practiced".

Taken as a whole, the three groups of respondents rated work facilitation of the school heads as "Often Practiced" with an average grand mean of 4.21. Moreover, it can be noted from the table that each group of respondents has identified indicators that were most observe from the principal. Among these are as follows: "Assigns teachers to particular tasks," "Determines specific job description for each position in the school system," "States expectation clearly and confirm understanding," "Asks the teachers to follows standards, rules and regulations," "Let the teachers know what is expected of them," and "Analyzes classroom observation data to improve instruction".

Findings implied that school heads were too specific in terms of delegating work assignments, duties and responsibilities and expectations to each worker. The school heads ensure that teachers are on the right track with

common understanding on the norms and standards or issues that prevail in school. Such manifestation is an indication that teachers are well guided in their daily routine as educators of the young.

Comparison of Perceptions of the Three Groups of Respondents on the Leadership Behavior of Secondary School Heads

To determine the similarities and differences among the perceptions of the secondary school heads themselves, district supervisors and secondary school teachers on leadership behavior of secondary school heads along leader support, interaction facilitation, goal emphasis and work facilitation, one way analysis of variance was employed. Results and findings are shown in Tables 3.1 to 3.8

Leader support. As reflected in Table 21, the computed F-value of 26.79 is greater than the tabular F-value of 3.21. Therefore, the null hypothesis which states that "there is no significant difference among the perceptions of the

Table 21

ANOVA for Comparing the Perceptions of the Three Groups of Respondents Relative to Leader Support of Secondary School Heads

Source of Variation	Sum of Squares	Df	Mean Squares	Fcomp	Ftab	Evaluation
Between Groups	0.75	2	0.375	26.79	3.21	Significant Reject Ho
Within Groups	0.63	45	0.014			
Total	1.38	47				

three groups of respondents relative to leader support of Secondary School Heads along leadership behavior" was rejected.

Moreover, when it was crosschecked to posteriori testing using Scheffe's test as reflected in Table 22, the first two paired groups proved to be significantly different based on the computed F-value of 7.17 for school heads' and supervisors' group and 6.93 for school heads' and teachers' group versus the tabular F-value of 6.42, the foundation for rejecting the null hypothesis. Findings implied that variations in their perceptions on the leaders' concern to subordinate as indicated in the mean difference are noticeable. While the supervisors' and teachers' group, the computed F-value of 1.20 is smaller than the tabular F-value of 6.42.

Table 22

Scheffe's Test for Comparing the Means of the Three Groups of Respondents Relative to Leader Support of Secondary School Heads

Pair of Groups	Absolute Difference in Mean	Fcomp	Ftab	Evaluation
School Heads & Supervisors	0.30	7.17	6.42	Significant Reject Ho
School Heads & Teachers	0.29	6.93	6.42	Significant Reject Ho
Supervisors & Teachers	0.05	1.20	6.42	Not Significant Accept Ho

These indicate that their perceptions and views as to the level of leader support rendered by the school heads were significantly the same. Both groups believed that the indicators describing leader support were "often practiced" by the principal.

Interaction facilitation. As gleaned from Table 23, the computed F-value of 17.5 proved to be greater than the tabular F-value of 3.22 which lead to the rejection of the null hypothesis that "there is no significant difference among the perceptions of the three groups of respondents relative to interaction facilitation of secondary school heads along leadership behavior".

Table 23

ANOVA for Comparing the Perceptions of the Three Groups of Respondents Relative to Interaction Facilitation of Secondary School Heads

Source of Variation	Sum of Squares	Df	Mean Squares	Fcomp	Ftab	Evaluation
Between Groups	0.70	2	0.35	17.5	3.22	Significant Reject Ho
Within Groups	1.03	42	0.02			
Total	1.73					

When the data was subjected to further testing through Scheffe's test, it was disclosed that the perceptions of school heads and supervisors as reflected in the computed F-value of 7.00 versus the tabular F-value of 6.44 were significantly different. On the other hand, the remaining pair groups of respondent, the

school heads and teachers, and supervisors and teachers, basically had similar perceptions along this area as reflected in the computed F-value of 6.00 and 1.00 respectively versus the tabular F-value of 6.44 which leads in the acceptance of the null hypothesis.

Table 24

Scheffe's Test for Comparing the Means of the Three Groups of Respondents Relative to Interaction Facilitation of Secondary School Heads

Pair of Groups	Absolute Difference in Mean	Fcomp	Ftab	Evaluation
School Heads & Supervisors	0.28	7.00	6.44	Significant Reject Ho
School Heads & Teachers	0.24	6.00	6.44	Not Significant Accept Ho
Supervisors & Teachers	0.04	1.00	6.44	Not Significant Accept Ho

Goal emphasis. As observed from Table 25, the computed F-value of 17.83 proved to be greater than the tabular F-value of 3.22 that lead to the rejection of the null hypothesis that "there is no significant difference among the perceptions of the three groups of respondents relative to goal emphasis of secondary school heads along leadership behavior".

When further verification was undertaken through Sceffe's testing, result of which reveal that the computed F-value of 7.00 is greater than the tabular F-

Table 25

**ANOVA for Comparing the Perceptions of the Three Groups of
Respondents Relative to Goal Emphasis
of Secondary School Heads**

Source of Variation	Sum of Squares	Df	Mean Squares	Fcomp	Ftab	Evaluation
Between Groups	0.61	2	0.305	17.83	3.22	Significant Reject Ho
Within Groups	0.72	42	0.017			
Total	1.33	44				

value of 6.44 for school heads' and supervisors' group signifying that variations of their perceptions were evident. This means that the aforesaid respondents have different views as to the manner of school heads in motivating subordinates towards task accomplishment. However, the 4.75 computed F- value for school heads and teachers group and 2.25 for supervisors and teachers group proved to be lower than the tabular F-value of 6.44 which lead to the acceptance of the null hypothesis. The results implied that these respondents have similar perceptions as far as school heads' manner of motivating subordinate to task accomplishment is concern.

Work facilitation. As reflected in Table 27, the computed F-value of 37.0 proved to be greater than the tabular F-value of 3.15, the basis for rejecting the null hypothesis that "there is no significant difference among the perceptions of the three groups of respondents relative to work facilitation of Secondary School Heads along leadership behavior".

Table 26

**Scheffe's Test for Comparing the Means of the Three Groups of
Respondents Relative to Goal Emphasis
of Secondary School Heads**

Pair of Groups	Absolute Difference in Mean	Fcomp	Ftab	Evaluation
School Heads & Supervisors	0.28	7.00	6.44	Significant Reject Ho
School Heads & Teachers	0.19	4.75	6.44	Not Significant Accept Ho
Supervisors & Teachers	0.09	2.25	6.44	Not Significant Accept Ho

When the data was subjected to further assessment through Scheffe's test, the school heads and teachers group earned a computed F-value of 3.47 while 5.11 for supervisors' and teachers' group. These results proved to be less than the tabular F-value of 6.30 suggesting to accept the null hypothesis. It tells us that these groups have similar perceptions as to how school heads clarify roles, acquire and allocate resources and reconcile organizational conflicts. The computed F-value of 8.59 for school heads' and supervisors' group proved to be greater than the tabular F-value of 6.30 suggesting to reject the null hypothesis.

It indicates that these groups have unique perceptions as to how the school heads deals the issue of clarifying roles, acquiring and allocating resources and reconciling organizational conflicts.

Table 27

ANOVA for Comparing the Perceptions of the Three Groups of Respondents Relative to Work Facilitation of Secondary School Heads

Source of Variation	Sum of Squares	Df	Mean Squares	Fcomp	Ftab	Evaluation
Between Groups	2.22	2	1.11	37.0	3.15	Significant Reject Ho
Within Groups	1.69	57	0.03			
Total	3.91	59				

Extent of Human Relations Manifested by the Secondary School Heads

The extent to which human relations were manifested by the principals as perceived by the three groups of respondents, the district supervisors, secondary school heads themselves, and secondary school teachers. The following findings are herein presented.

Table 28

**Scheffe's Test for Comparing the Means of the Three Groups of
Respondents Relative to Work Facilitation
of Secondary School Heads**

Pair of Groups	Absolute Difference in Mean	Fcomp	Ftab	Evaluation
School Heads & Supervisors	0.47	8.59	6.30	Significant Reject Ho
School Heads & Teachers	0.19	3.47	6.30	Not Significant Accept Ho
Supervisors & Teachers	0.28	5.11	6.30	Not Significant Accept Ho

Management. Table 29 presents the data on the perceptions of the secondary school heads themselves, district supervisors and secondary school teachers respectively relative to the human relation of secondary school heads along management.

From the perceptions of the school heads, the "very high" description corresponded to: "An employee will probably get along faster and better if he has two supervisors than if he has only one", "A supervisor should represent his employees to top management" and "A supervisor doesn't have to be a leader if he has all the technical knowhow for the job". The "very low" description corresponded to: "A good supervisor must be able to perform all the jobs in his department" and "A supervisor should accept and carry out any order he

Table 29

**Human Relation of Secondary School Heads Along Management
as Perceived by the Three Groups of Respondents**

Indicators	Respondent's Category						Combined Score	Interpretation		
	School Heads		District Supervisor		Teachers					
	Score	Interpretation	Score	Interpretation	Score	Interpretation				
1	97	VH	58	H	52	H	69	H		
2	6	VL	37	L	16	VL	20	L		
3	48	L	42	L	72	H	54	H		
4	35	L	26	L	17	VL	26	L		
5	19	VL	5	VL	15	VL	13	VL		
6	42	L	42	L	24	VL	36	L		
7	52	H	26	L	32	L	37	L		
8	68	H	63	H	69	H	67	H		
9	94	VH	79	VH	84	VH	86	VH		
10	74	L	84	VH	58	H	72	H		
11	48	L	42	L	37	L	42	L		
12	81	VH	68	H	43	L	64	H		
13	48	L	58	H	27	L	44	L		
Grand Total	712		630		546		629			
Grand Mean	55	H	48	L	42	L	48	L		

Legend: 75 - 100 Very High (VH) 25 - 49 Low (L)
50 - 74 High (H) 0 - 24 Very Low (VL)

receives from an important representative of another department" In general, the school head themselves gave a descriptive rating of "high" in management with a grand mean of 55.

As to the opinion of the district supervisors on the level of management rendered by the school head, those with "very high" description corresponded

to: "A supervisor should represent his employees to top management" and "Even if he thinks he is wrong, a supervisor should do whatever his boss tells him to do without questioning it". While the indicator with "very low" description corresponded to: "A supervisor should accept and carry out any order he receives from an important representative of another department". In summary, the district supervisors assessed management as "Low" as evidenced by the computed grand mean of 48.

The teacher respondents projected "very high" rating to "A supervisor should represent his employees to top management". However, "low" rating was given in "A supervisor should be an introvert; otherwise he should spend all day talking with others in the school and would accomplish very little", "A supervisor in a large department should never delegate any of his authority to a subordinate, he should delegate only responsibility", "A supervisor doesn't have to be a leader if he has all the technical knowhow for the job" and "Courses in human relations are of very little value. We should be learning more about the technical aspect of our job". The teachers' group give a rating of "low" as reflected in the grand mean of 42.

Obviously, the school heads' performance in human relation along management as perceived by the three groups of respondents is "low" based on the grand mean of 48. However, based on the combined scores of the respondents, out of 13 indicators, two of which scored 54 and 86 or "high" and "very high" respectively. These scores referred to "Final responsibility for the

work of his unit cannot be delegated to anyone else by the supervisor" and "A supervisor should represent his employees to top management".

Findings implied that school heads know that they can delegate the responsibility for work to one of their subordinates but not accountability. Also, if teachers have problems or suggestions for improvement, the school head communicates them to higher level management so that they can be considered.

Learning and training. Table 30 presents the data on the perceptions of the secondary school heads themselves, district supervisors and secondary school teachers respectively relative to the human relation of secondary school heads along learning and training.

From the principal respondents, it can be noted that this group assigned a "very high" score to the following indicators: "A knowledge of learning curves and plateaus is important to a supervisor" and "The training needs of a department should be determined by the supervisor in charge". While those with "very low" score corresponded to "If a supervisor knows all about the work to be done, he is therefore qualified to teach others how to do it", "Teaching is complete only when the learner has learned", "A supervisor cannot be expected to train his employees he is too busy running his department", "A well-trained working force is a result of maintaining a large training department", "In training an employee, the first thing a supervisor should do is show in detail

Table 30

**Human Relation of Secondary School Heads Along Learning and Training
as Perceived by the Three Groups of respondents**

Indicators	Respondent's Category						Combined Score	Interpretation		
	School Heads		District Supervisor		Teachers					
	Score	Interpre- Tation	Score	Interpre- Tation	Score	Interpre- Tation				
1	3	VL	5	VL	14	VL	7	VL		
2	3	VL	95	VH	19	VL	39	L		
3	16	VL	89	VH	55	H	53	H		
4	65	H	26	L	37	L	43	L		
5	10	VL	11	VL	19	VL	13	VL		
6	10	VL	0	VL	17	VL	9	VL		
7	71	H	68	H	51	H	63	H		
8	0	VL	5	VL	12	VL	6	VL		
9	39	L	26	L	23	VL	29	L		
10	84	VH	84	VH	87	VH	85	VH		
11	65	H	5	VL	25	L	32	L		
12	55	H	21	VL	30	L	35	L		
13	77	VH	68	H	84	VH	76	VH		
Grand Mean	38	L	39	L	36	L	38	L		

Legend: 75 - 100 Very High (VH) 25 - 49 Low (L)
 50 - 74 High (H) 0 - 24 Very Low (VL)

how the job is performed" and "The personnel or training department should be responsible to see that training is done in all departments". The principals' mean rating is 38 which interpreted to be "low".

From the district supervisors, they scored "very high" in the following indicators: "Teaching is complete only when the learner has learned.", "A supervisor cannot be expected to train his employees he is too busy running his

department." and "A knowledge of learning curves and plateaus is important to a supervisor". The indicators with "very low" score includes "If a supervisor knows all about the work to be done, he is therefore qualified to teach others how to do it", "A well-trained working force is a result of maintaining a large training department", "In training an employee, the first thing a supervisor should do is show in detail how the job is performed", "The personnel or training department should be responsible to see that training is done in all departments", "The best way to train a new employee is to have him watch a good employee at the job" and "Follow-up to see how an employee is doing isn't necessary if he got started in the right way". The overall mean rating of the school head as perceived by the district supervisors is 39 which interpreted to be "low".

From the teachers group, the indicators with "very high" score was assigned to "A knowledge of learning curves and plateaus is important to a supervisor", and "The training needs of a department should be determined by the supervisor in charge". While "very low" score corresponded to "If a supervisor knows all about the work to be done, he is therefore qualified to teach others how to do it", "Teaching is complete only when the learner has learned", "A well-trained working force is a result of maintaining a large training department", "In training an employee, the first thing a supervisor should do is show in detail how the job is performed", "The personnel or training department should be responsible to see that training is done in all departments", and "An

employee of average intelligence should be able to do a job after he is told and shown how it should be done". The principals' mean rating as perceived by the teacher respondents is 36 with a descriptive rating of "low".

Evidently, the three groups of respondents perceived the school heads performance as "low" with an average mean rating of 38. Based on the combined ratings of school heads, there are two indicators whose score fall under the interval of "very high" to include "A knowledge of learning curves and plateaus is important to a supervisor", and "The training needs of a department should be determined by the supervisor in charge".

Findings implied that learning is not a continuous and gradual process. There are times in the learning process when a person is apt to remain at a certain level or even go back to a level below that which he has attained. The principal understands that in teaching an employee, he expects to have periods in which he does not seem to be learning anything and where he performs at a lower level. Furthermore, the principal is the key person in school to determine the training needs of the teachers and train them. The department heads are there to assist him if he needs help.

Understanding and motivating employees. Table 31 presents the data on the perceptions of the secondary school heads themselves, district supervisors and secondary school teachers respectively, relative to the human relation of secondary school heads along understanding and motivating employees.

Table 31

Human Relation of Secondary School Heads Along Understanding and Motivating Employees as Perceived by the Three Groups of respondents

Indicators	Respondent's Category						Combined Score	Interpre- Tation		
	School Heads		District Supervisor		Teachers					
	Score	Interpre- Tation	Score	Interpre- Tation	Score	Interpre- Tation				
1	10	VL	0	VL	17	VL	9	VL		
2	48	L	42	L	28	L	39	L		
3	90	VH	89	VH	77	VH	85	VH		
4	58	H	63	H	58	H	60	H		
5	16	VL	21	VL	29	L	22	VL		
6	94	VH	79	VH	85	VH	86	VH		
7	6	VL	5	VL	12	VL	8	VL		
8	19	VL	21	VL	30	L	23	VL		
9	84	VH	79	VH	80	VH	81	VH		
10	77	VH	95	VH	75	VH	82	VH		
11	13	VL	5	VL	20	VL	13	VL		
12	32	L	5	VL	15	VL	17	VL		
13	65	H	21	VL	21	VL	36	L		
14	94	VH	47	L	39	L	60	H		
15	58	H	53	H	56	H	56	H		
16	65	H	26	L	25	L	39	L		
17	65	H	32	L	36	L	44	L		
18	35	L	32	L	42	L	36	L		
19	16	VL	32	L	35	L	28	L		
20	65	H	11	VL	27	L	34	L		
21	90	VH	63	H	53	H	69	H		
22	45	L	79	VH	62	H	62	H		
23	94	VH	21	VL	37	L	51	H		
24	87	VH	68	H	44	L	66	H		
25	68	H	53	H	47	L	56	H		
26	6	VL	74	H	41	L	40	L		
27	84	VH	16	VL	12	VL	37	L		
28	10	VL	79	VH	57	H	49	L		
29	55	H	26	L	13	VL	31	L		
30	71	H	26	L	32	L	43	L		
31	58	H	74	H	51	H	61	H		
32	19	VL	53	H	41	L	38	L		
33	61	H	5	VL	23	VL	30	L		
34	65	H	58	H	49	L	57	H		
35	90	VH	68	H	56	H	71	H		
36	71	VH	95	VH	76	VH	81	VH		
37	77	VH	74	H	55	H	69	H		

Indicators	Respondent's Category						Combined Score	Interpre-Tation		
	School Heads		District Supervisor		Teachers					
	Score	Interpre-Tation	Score	Interpre-Tation	Score	Interpre-Tation				
38	65	H	89	VH	84	VH	79	VH		
39	65	H	58	H	32	L	52	H		
Grand Mean	56	H	47	L	43	L	49	L		

Legend: 75 - 100 Very High (VH)
50 - 74 High (H)
25 - 49 Low (L)
0 - 24 Very Low (VL)

From the principals' perceptions, indicators with "very high" score were as follows: "We are born with certain aptitudes, capacities, and potentials and these tend to limit the things we can do", "Most employees are interested in doing work of which they can be proud", "Frustration means that something is blocking the wishes or desires of an individual.", "Lack of interest accounts for more loafing on the part of employees than does laziness", "An introvert likes to work with others and is usually the "life of the party", "The best way to get the most work from an employee is to make him feel he might lose his job", "A supervisor who notices that one of his men who gets nervous and confused whenever he is watched should spend considerable time near him until the nervousness disappear", "When reprimanding an employee, it is best to humiliate him in order to make the reprimand stick", "In making a decision, a good supervisor is concerned with his employees' feelings about the decision",

"As long as he get the work done, a supervisor does not have to set a good example by his personal conduct", "It is a good idea to tell an employee in front of other employees that he has done a good job" and "Criticizing an employee for his mistakes will bring better results than praising him for his good work". On the other hand, the principal believed of their "very low" performance in the following indicators: "Anyone is able to do almost any job if he tries hard enough", "Everyone is either an introvert or an extrovert", "Heredity refers to anything that has happened to us since we were born", "Introverts and extroverts should be put on a job where they work together", "If an employee is dissatisfied with a job at a low level, he probably will also be dissatisfied with any job at a higher level", "It's a bad policy for a supervisor to tell an employee, "I don't know the answer to your question, but I'll find out and let you know", "A supervisor would lose respect if he asked his employees for suggestions" and "A supervisor will get the most work from his employees if he watches them closely". The overall assessment of the school heads of their human relations along understanding and motivating employees is "high" with a grand mean of 56.

From the perception of the district supervisors, a "very high" score were corresponded in the indicators such as "We are born with certain aptitudes, capacities, and potentials and these tend to limit the things we can do", "Most employees are interested in doing work of which they can be proud", "Frustration means that something is blocking the wishes or desires of an

individual", "Lack of interest accounts for more loafing on the part of employees than does laziness", "A supervisor should never admit his mistake to his employees", "A supervisor would lose respect if he asked his employees for suggestions", "It is a good idea to tell an employee in front of other employees that he has done a good job" and "A supervisor should be willing to listen to almost anything the employees want to tell him". On the contrary, indicators with "very low" score consists of "Anyone is able to do almost any job if he tries hard enough", "Intelligence consists of what we've learned since we were born", "Everyone is either an introvert or an extrovert", "Heredity refers to anything that has happened to us since we were born", "Introverts and extroverts should be put on a job where they work together". "If we know an employee well, we can always tell what he'll do in a given situation", "An employee's ability to do a given piece of work is always a sure sign that he is satisfied and properly placed", "People will work faster and longer if they always have a little more work ahead of them than they can possibly do", "A supervisor who notices that one of his men who gets nervous and confused whenever he is watched should spend considerable time near him until the nervousness disappear", "In making a decision, a good supervisor is concerned with his employees' feelings about the decision", and "If we have an efficient, intelligent, ambitious and likeable employee in our department, we should do everything we can to keep him there". The district supervisors rated principal's performance as "low" based on the grand mean of 47.

The teachers group, scored the indicators of human relations along understanding and motivating employees as follows: "very high" scores were corresponded to: "We are born with certain aptitudes, capacities, and potentials and these tend to limit the things we can do", "Most employees are interested in doing work of which they can be proud", "Frustration means that something is blocking the wishes or desires of an individual", "Lack of interest accounts for more loafing on the part of employees than does laziness", "It is a good idea to tell an employee in front of other employees that he has done a good job" and "A supervisor should be willing to listen to almost anything the employees want to tell him". While "very low" scores were assigned to "Anyone is able to do almost any job if he tries hard enough", "Everyone is either an introvert or an extrovert", "If we know an employee well, we can always tell what he'll do in a given situation", "An employee's ability to do a given piece of work is always a sure sign that he is satisfied and properly placed", "In making a decision, a good supervisor is concerned with his employees' feelings about the decision", "It is important to understand ourselves before we can understand others" and "If we have an efficient, intelligent, ambitious and likeable employee in our department, we should do everything we can to keep him there". The teachers group rated the performance of school heads in human relation along motivating and understanding employees as "low" with a grand mean of 43.

In general, the school heads performance on human relation along understanding and motivating employees based on the perceptions of the three

groups of respondents garnered a grand mean of 49 which interpreted to be "low". Observing further the combined score of these respondents, a "very high" score can be noted in the following indicators: "We are born with certain aptitudes, capacities, and potentials and these tend to limit the things we can do", "Most employees are interested in doing work of which they can be proud", "Lack of interest accounts for more loafing on the part of employees than does laziness", "Employees are faced with frustrating situations almost every day", "Criticizing an employee for his mistakes will bring better results than praising him for his good work" and "A supervisor should be willing to listen to almost anything the employees want to tell him".

Findings implied that (1) School heads believed that we can do a great deal to develop our aptitudes to the maximum extent by means of training, experience, education, and personal effort. However, we are limited by the talent or capacity with which we are born. (2) Most employees are interested in self-satisfaction and obtaining a feeling of achievement by doing a good job. (3) Consider the situation where a person does not want to do any work around the house. (4) All of us are faced with some frustrations each day – at home, on the way to work, at work, or whenever we may be. (5) Praising an employee in front of other employees makes the employee himself feel even better than he would if he were praised in private. Also, some employees may see these as a motivating factor for themselves – in other words, if they do good work, they too will be praised by their supervisor. (6) It is important for a supervisor to listen because

the employee may feel much better after he has told the supervisor. And if he feels better and has a better attitude towards the supervisor, chances are his productivity will be improved.

Developing positive employee attitude. Table 32 featured the data on the perceptions of the secondary school heads themselves, district supervisors and secondary school teachers respectively relative to the human relation of secondary school heads along developing positive employee attitude.

Table 32

Human Relation of Secondary School Heads Along Developing Positive Employee Attitudes as Perceived by the Three Groups of Respondents

Indicators	Respondent's Category						Combined Score	Interpre-Tation		
	School Heads		District Supervisor		Teachers					
	Score	Interpre-tation	Score	Interpre-tation	Score	Interpre-tation				
1	61	H	63	H	75	VH	66	H		
2	45	L	42	L	30	L	39	L		
3	65	H	74	H	55	H	65	H		
4	61	H	68	H	39	L	56	H		
5	13	VL	16	VL	18	VL	16	VL		
6	3	VL	11	VL	19	VL	11	VL		
7	84	VH	84	VH	63	H	77	VH		
8	68	H	84	VH	48	L	67	H		
9	71	H	79	H	62	H	71	H		
10	90	VH	21	VL	71	H	61	H		
Grand Mean	56	H	54	H	48	L	53	H		

Legend: 75 - 100 Very High (VH)
50 - 74 High (H) 25 - 49 Low (L)
0 - 24 Very Low

From the principals' group, the rating of "very high" was assigned to "The best thing a supervisor can do if he has a trouble-maker in his department is to recommend a dismissal for the employee" and "It pays for the supervisor to spend a lot of time with a new employee to be sure he is well trained on his first job". While the "very low" rating was assigned to "Grievances and morale problems should be handled by a special department set up for the purpose, rather than by departmental supervisors", and "An employer has a right to expect that his employees will leave their problems at home". Results showed that the principal respondents rated themselves as "high" with mean score of 56.

From the group of district supervisor, the rating of "very high" corresponded to "The best thing a supervisor can do if he has a trouble maker in his department is to recommend a dismissal for the employee" and "Most employees have a bad attitude toward the company because they feel they don't get paid enough". Whereas the rating of "very low" corresponded to "Grievances and morale problems should be handled by a special department set up for the purpose, rather than by departmental supervisors", and "An employer has a right to expect that his employees will leave their problems at home". The mean performance of school heads based on the assessment of the district supervisor is 54 which interpreted to be "high".

From the teachers group, a "very high" rating was assigned to "Attitudes are usually based on a careful study of the facts". While they rated "very low" to "Grievances and morale problems should be handled by a special department set

up for the purpose, rather than by departmental supervisors" and "An employer has a right to expect that his employees will leave their problems at home". The mean rating of school head based on the assessment of teachers was posted at 48 which interpreted to be "low".

Generally, who are involved in the study considered their school heads' performance in human relation along developing positive employee attitude "high" as supported by the resulting grand mean of 53. Examining further the combined score of school heads along this dimension, it can be noted that the indicator with "very high" rating was corresponded to "The best thing a supervisor can do if he has a trouble maker in his department is to recommend a dismissal for the employee".

Findings showed that if a principal has a trouble maker in his school, the first step is to find out why a person is behaving as he is. If he can get to the source of the problem, perhaps he can come up with a solution to create a better attitude and better performance on the part of the worker. A dismissal is the last resort.

Problem-solving technique. Table 33 presents the data on the perceptions of the secondary school heads themselves, district supervisors and secondary school teachers respectively relative to the human relation of secondary school heads along problem solving techniques.

Table 33

Human Relation of Secondary School Heads Along Problem Solving Techniques as Perceived by the Three Groups of Respondents

Indicators	Respondent's Category						Combined Score	Interpre-Tation		
	School Heads		District Supervisor		Teachers					
	Score	Interpre-tation	Score	Interpre-Tation	Score	Interpre-tation				
1	42	VL	74	H	37	L	51	H		
2	100	VH	100	VH	92	VH	97	VH		
3	94	VH	95	VH	94	VH	94	VH		
4	45	L	42	L	27	L	38	L		
5	97	VH	95	VH	95	VH	96	VH		
Grand Mean	76	VH	81	VH	69	H	75	VH		

Legend: 75 - 100 Very High (VH) 25 - 49 Low (L) 0 - 24 Very Low (VL)
 50 - 74 High (H) 25 - 49 Low (L)

As to the assessment of the school heads, Table 4.5 shows that school heads themselves considered their performance "very high" in the three indicators with score of 100, 94 and 97 respectively. These scores referred to "A group of people can usually find a better solution to a problem than one individual can", "A knowledge of the personalities involved helps in solving a problem" and "Before deciding on the solution to a problem, a list of possible solutions should be made and compared". On the other hand, the lowest score was found to be 42 or "very low" for "A supervisor should be able to solve his

own problems without getting all the detailed facts". The school heads assessed their performance to be "very high" as portrayed by the mean score of 76.

As to the assessment of the district supervisor, it can be noted that this group considered the performance of school head "very high" in the three indicators with score of 100, 95 and 95 respectively which corresponded to: "A group of people can usually find a better solution to a problem than one individual can", "A knowledge of the personalities involved helps in solving a problem", and "Before deciding on the solution to a problem, a list of possible solutions should be made and compared". The lowest indicator obtained the score of 42 or "low" for "If we have problems bothering us, we should keep these to ourselves and solve them the best way we can". The district supervisor assessed school heads' performance to be "very high" based on the mean score of 81.

As to the assessment of teachers, the highest score was posted at 92, 94 and 95 respectively which interpreted to be "very high". These scores corresponded to "A group of people can usually find a better solution to a problem than one individual can", "A knowledge of the personalities involved helps in solving a problem" and "Before deciding on the solution to a problem, a list of possible solutions should be made and compared". The indicators with lowest score were posted at 37 and 27 or "low" which corresponded to "A supervisor should be able to solve his own problems without getting all the detailed facts" and "If we have problems bothering us, we should keep these to

ourselves and solve them the best way we can". The mean rating of school heads based on the assessment of teachers was 69 which interpreted to be "high".

Generally the respondents involved in this study considered the performance of secondary school heads in human relation along problem solving techniques "very high" as reflected in the grand mean of 75. Examining further the combined scores of teachers, three indicators appeared to have a "very high" score these are: "A group of people can usually find a better solution to a problem than one individual can", "A knowledge of the personalities involved helps in solving a problem" and "Before deciding on the solution to a problem, a list of possible solutions should be made and compared".

Findings implied that a group of people can suggest more possible solutions to a problem. Therefore, the solution might be a better one because it is better accepted, and therefore, better implemented. In solving a problem, knowledge of facts as well as personalities help solve a problem. Likewise, one of the best ways to solve a problem is to prepare a list of possible solutions. This list provides an opportunity to compare one with another to pick the best one.

Comparison of Perceptions of the Three Groups of Respondents on the Human Relations of Secondary School Heads

To determine the significant differences among the perceptions of school heads themselves, district supervisors and secondary school teachers on human relation of secondary school heads in the division of Samar along management,

learning and training, understanding and motivating employees, one way analysis of variance was employed. Results are shown in Tables 5.1 to 5.5

Management. Reflected in Table 34, the human relation of the secondary school heads along management was evaluated by the district supervisor as "low" with a grand mean of 48.584, the secondary school teachers rated the school heads as "low" with a grand mean of 41.931, and the school heads rated themselves as "high" with a grand mean of 54.838. The overall assessment of these respondents was "low" with a grand mean of 48.451 and a standard deviation of 24.2602.

Table 34

Comparison Among the Perceptions of the Three Groups of Respondents Towards Human Relation Skills of Secondary School Heads Along Management

Respondent's Category	Summary		
	Mean	n	Standard Deviation
District Supervisor	48.584	13	22.5507
Teacher	41.931	13	23.1631
School Heads	54.838	13	26.9895
Total	48.451	39	24.2602

Furthermore, the p-value of .4091 proved to be higher than the 0.05 level of significance. Therefore the hypothesis that there is no significant difference among the perceptions of the three groups of respondents as to the human relation manifested by the secondary school heads along management was accepted. The data proved that the perception of the respondents relative to the aforementioned dimension of human relation were basically the same.

Table 35

ANOVA for Comparison Among the Perceptions of the Three Groups of Respondents Towards Human Relation Skills of Secondary School Heads Along Management

Source	SS	df	MS	F	p-value	Evaluation
Treatment	1,083.30	2	541.65	0.92	.4091	Not Significant
Error	21,281.90	36	591.16			
Total	22,365.20	38				

Learning and training. Reflected in Table 36 is the summary of assessment of the three groups of respondents to the human relation of the secondary school heads relative to the learning and training is as follows: the district supervisor rated "low" with a grand mean of 38.866, the teachers rated "low" with a grand mean of 36.392, and the school heads rated themselves "low" with a grand mean of 38.215. The overall assessment of the respondents garnered

an average of 37.824 which interpreted to be "low" with a standard deviation of 30.7956.

Table 36

**Comparison Among the Perception of the Three Groups of
Respondents Towards Human Relation Skills of
Secondary School Heads Learning
and Training**

Summary			
Respondent's Category	Mean	N	Standard Deviation
District Supervisor	38.866	13	36.3082
Teacher	36.392	13	25.4892
School Heads	38.215	13	32.1187
Total	37.824	39	30.7956

Moreover, the p-value of .9788 proved to be higher than the 0.05 level of significance. Thus, the hypothesis that there is no significant difference among the perceptions of the three groups of respondents as to the human relation manifested by the secondary school heads along learning and training" was accepted. The data proved that the respondents came up with a unanimous perception on the level of performance rendered by the school heads along learning and training.

Table 37

**ANOVA for Comparison Among the Perceptions of the Three Groups
of Respondents Towards Human Relation Skills of
Secondary School Heads Along Learning
and Training**

Source	SS	Df	MS	F	p-value	Evaluation
Treatment	42.8	2	21.39	0.02	.9788	Not Significant
Error	35,995.2	36	999.87			
Total	36,038.0	38				

Understanding and motivating employees. The three groups of respondents assessed the human relation of the secondary school heads relative to understanding and motivating employees (refer to table 38). The summary of their assessment resulted as follows: district supervisor rated "low" with a grand mean of 47.098, teachers rated "low" with a grand mean of 42.927 and the school heads rated themselves "high" with a grand mean of 56.162. The general assessment of the respondents arrive an average of 48.729 or "low" with a standard deviation of 26.7794.

Table 38

**Comparison Among the Perception of the Three Groups of Respondents
Towards Human Relation Skills of Secondary
School Heads Along Understanding and
Motivating Employees**

Summary			
Respondent's Category	Mean	N	Standard Deviation
District Supervisor	47.098	39	29.1783
Teacher	42.927	39	21.0527
School Heads	56.162	39	28.2945
Total	48.729	117	26.7794

Besides, the p-value of .0820 is greater than the 0.05 level of significance. Hence, the hypothesis that there is no significant difference among the perceptions of the three groups of respondents as to the human relation manifested by the secondary school heads along understanding and motivating employees was accepted. This implies that the perception of the respondents on the human relation of school heads along the aforesaid dimension was to same degree.

Table 39

ANOVA for Comparison Among the Perceptions of the Three Groups of Respondents Towards Human Relation Skills of Secondary School Heads Along Understanding and Motivating Employees

Source	SS	Df	MS	F	p-value	Evaluation
Treatment	3,571.4	2	1,785.71	2.56	.0820	Not Significant
Error	79,616.4	114	698.39			
Total	83,187.8	116				

Developing positive employee attitude. Found in Table 40 is the summary of assessment of the three groups of respondents on the human relation of the secondary school heads relative to Developing Positive Employee Attitude. The results presented as follows: district supervisor rated "high" with a grand mean of 54.211, teachers rated "low" with a grand mean of 47.964, and school heads rated themselves "high" with a grand mean of 56.129. The consolidated assessment of these respondents arrive an average of 52.768 or "high" with a standard deviation of 25.6806.

Table 40

**Comparison Among the Perception of the Three Groups of
Respondents Towards Human Relation Skills of
Secondary School Heads Along Developing
Positive Employee Attitude**

Summary			
Respondent's Category	Mean	N	Standard Deviation
District Supervisor	54.211	10	29.2560
Teacher	47.964	10	20.6902
School Heads	56.129	10	28.2935
Total	52.768	30	25.6806

Also, it can be noted from the table that the p-value of .7712 proved to be greater than the 0.05 level of significance. So, the hypothesis that there is no significant difference among the perceptions of the three groups of the respondents as to the human relation manifested by the secondary school heads along developing positive employee attitude was accepted. It signified that the respondents' perception on the performance of secondary school heads along developing positive employee attitude were on the same scale.

Table 41

**ANOVA for Comparison Among the Perceptions of the Three Groups
of Respondents Towards Human Relation Skills of Secondary
School Heads Along Developing Positive
Employee Attitude**

Source	SS	df	MS	F	p-value	Evaluation
Treatment	364.6	2	182.28	0.26	.7712	Not Significant
Error	18,760.7	27	694.84			
Total	19,125.2	29				

Problem solving techniques. The three groups of respondents assessed the human relation of secondary school heads relative to problem solving techniques. Results of which is presented in table 42 as follows: district supervisor rated "very high" with a grand mean of 81.054, teachers rated "high" with a grand mean of 69.018, and the school heads rated themselves "very high" with a grand mean of 75.484. The overall assessment of the respondents posted an average of 75.185 or "very high" and a standard deviation of 27.667.

Table 42

**Comparison Among the Perception of the Three Groups of
Respondents Towards Human Relation Skills of
Secondary School Heads Along Problem
Solving Techniques**

Summary			
Respondent's Category	Mean	n	Standard Deviation
District Supervisor	81.054	5	24.003
Teacher	69.018	5	34.001
School Heads	75.484	5	29.263
Total	75.185	15	27.667

In addition, the p-value of .8133 is greater than the 0.05 level of significance. Thus, the hypothesis that there is no significant difference among the perceptions of the three groups of the respondents as to the human relation manifested by the secondary school heads along problem solving techniques" was accepted. It can be said that the perceptions of the respondents relative to the performance of school heads along problem solving techniques were on the same extent.

Table 43

**ANOVA for Comparison Among the Perceptions of the Three Groups
of Respondents Towards Human Relation Skills of Secondary
School Heads Along Problem Solving Techniques**

Source	SS	Df	MS	F	p-value	Evaluation
Treatment	362.8	2	181.42	0.21	.8133	Not Significant
Error	10,354.0	12	862.83			
Total	10,716.8	14				

**Correlation Between Principal-Respondents
Leadership Behavior and
Their Profile**

This portion confers the relationships between the profile of the secondary school principal-respondents in terms of personal, work-related, and home-related leadership behaviors, along leader support, interaction facilitation, goal emphasis, and work facilitation. The results of the correlation are found in Tables 6.1 to 6.4 where 86% of their profile were found to be significant and 14% insignificant.

Leader support vs profile. Reflected in Table 44 are the data on the relationships between the principals' profile and the leaders' support featuring concern to subordinate. The subsequent statements disclose the connection of

each profile to the level of support manifested by the secondary school heads in the Division of Samar.

Table 44

Correlation Between Leader Support Versus Principal-Respondents' Profile

Profile	Pearson r	p- Value	Evaluation
Age	0.077	0.679	NS
Sex	7.90	0.3418	NS
Civil Status	1.23	0.9902	NS
Educational Qualification	14.85	0.9799	NS
Length of Service	.005	0.960	NS
Distance	-0.283	0.123	NS
Managerial Experience	0.174	0.349	NS
Personnel Supervised	-0.043	0.818	NS
Performance Rating	0.288	0.116	NS
In-Service Training	0.145	0.437	NS
Monthly Income	0.022	0.907	NS
Number of Dependents	-0.237	0.200	NS
Extroversion	0.150	0.422	NS
Agreeableness	0.146	0.436	NS
Conscientiousness	0.297	0.105	NS
Neuroticism	0.131	0.482	NS
Openness to Experience	-0.031	0.867	NS
Self Awareness	0.483**	0.006	S (2-tailed)
Self Management	0.448*	0.011	S (2-tailed)
Social Awareness	0.416*	0.020	S (2-tailed)
Social Skills	0.689**	0.000	S (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

As gleaned from the table, the principals' profile such as age, sex, civil status, educational qualification, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience with p-value of 0.679, 0.3418, 0.9902, 0.9799, 0.960, 0.123, 0.349, 0.818, 0.116, 0.437, 0.907, 0.200, 0.422, 0.436, 0.105, 0.482, and 0.867 respectively proved to be greater than the significant level at α 0.05 which concluded to be not significant. This implies that those variables did not influence the level of leader support extended by the school principal to their teachers.

As to self-management. In this variant, correlation coefficient is interpreted as positive marked/moderate correlation based on the computed r of 0.448 and a p-value of 0.011 which is lesser than the significant level at α 0.05 in which correlation is interpreted to be significant. It implies that school heads possess a fairly typical ability to adjust emotions, thoughts, and behavior in dynamic environments and changing conditions. They can successfully control their emotions most of the time and typically not impulsive. Like most people, significant changes may be perceived as difficult, but most adjustments are handled adequately.

As to social awareness. In this section, the correlation coefficient is interpreted to be positive marked/moderate correlation based on the

computed r of 0.416 while its p -value resulted to 0.020 which is lesser than 0.05, level of significance. The data proved that the correlation between social awareness and leader support is significant. It implies that average result in this area suggest an individual who is cooperative and constructive. Sample is probably quite responsible and dependable. He will be helpful when interacting with others and will try to actively contribute to the organization and community at large.

As to social skills. In this area, the computed r was 0.689 or positive marked/moderate correlation with p -value of 0.000 that is lesser than 0.01 level of significance. Such results proved a significant correlation between social skills and leader support. It signifies that high responses portray an individual who has above average interpersonal skills. This is the scale that ties most directly to the ability to interact with others. The sample is able to form agreeable relationships and alliances. This ability support effective communication and mutually beneficial exchanges of ideas, feelings and information.

Interaction facilitation vs. profile. Reflected in Table 45 are the data on the relationships between the principals' profile and interaction facilitation describing the extent manifested by the school head to minimize conflicts among followers. The subsequent statement discloses the connection of each profile to the level of interaction facilitation manifested by the secondary school heads in the Division of Samar.

Table 45**Correlation Between Interaction Facilitation
Versus Principal-Respondents' Profile**

Profile	Pearson r	p- Value	Evaluation
Age	0.070	0.708	NS
Sex	7.90	0.3418	NS
Civil Status	1.23	0.9902	NS
Educational Qualification	14.85	0.9799	NS
Length of Service	-0.033	0.862	NS
Distance	-0.267	0.147	NS
Managerial Experience	0.227	0.220	NS
Personnel Supervised	0.002	0.991	NS
Performance Rating	0.235	0.204	NS
In-Service Training	0.133	0.476	NS
Monthly Income	0.100	0.593	NS
Number of Dependents	-0.142	0.447	NS
Extroversion	0.190	0.307	NS
Agreeableness	0.076	0.684	NS
Conscientiousness	0.274	0.135	NS
Neuroticism	-0.052	0.781	NS
Openness to Experience	0.054	0.775	NS
Self Awareness	0.529**	0.002	S (2-tailed)
Self Management	0.416*	0.020	S (2-tailed)
Social Awareness	0.454*	0.010	S (2-tailed)
Social Skills	0.583**	0.001	S (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

Reflected in the table that age, sex, civil status, educational qualification, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience with p-value of 0.708, 0.3418, 0.9902, 0.9799, 0.862, 0.147, 0.220, 0.991, 0.204, 0.476, 0.593, 0.447, 0.307, 0.684, 0.135, 0.781, and 0.775 respectively which proved to be greater than the significant level at α 0.05 which concluded to be not significant. The data suggests that aforementioned variables implies that those variables did not persuade the level of interaction facilitation of the secondary school heads.

As to self-awareness. As viewed from the table, the correlation between self awareness and interaction facilitation was positive marked/moderate correlation based on the computed r of 0.529. Moreover, the relationship between this variable was significant based on the p-value of 0.002 which is lower than 0.01, level of significance. The data revealed that school head is able to facilitate interactions to resolve conflict with subordinates. Besides, he knows how his feelings and emotions affect his own opinion, attitudes and judgments.

As to self-management. In this profile, the correlation between self management and interaction facilitation is positive marked/moderate

correlation as suggested by the computed r of 0.416. Also, the p -value of these variables is at 0.020 which is less than 0.05, level of significance as such, the result proved to be significant. This implies that in dealing stressful situations and in resolving conflicts with subordinates, school heads can successfully control their emotions most of the time that leads them to the best and evenhanded solution.

As to social-awareness. There was a positive marked/moderate correlation between social awareness and interaction facilitation as reflected in the computed r of 0.454. Furthermore, the p -value resulted to 0.010 which is less than 0.05, level of significance thus, it proved to be significant. The data suggest a kind of school heads that is responsible, dependable, and helpful to the organization and its members particularly in settling disputes to sustain good human relations.

As to social skills. A positive marked/moderate correlation prevails between social skills and interaction facilitation based on the computed r of 0.583. Likewise, the data proved to be significant as reflected in the p -value of 0.001 which is less than 0.01, level of significance. The data portrayed a kind of school head with the ability to form agreeable relationships within the organization and a good communicator of ideas and feelings that contributed a lot to establish understanding, obedience, and respect among their members.

Goal emphasis vs. profile. Reflected in Table 46 are the data on the relationships between the principals' profile and goal emphasis describing the extent manifested by the school head in motivating subordinates to accomplish the task at hand. The subsequent statement discloses the connection of each profile to the level of goal emphasis manifested by the secondary school heads in the Division of Samar.

Reflected in the table that age, sex, civil status, educational qualification, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, openness to experience and self management with p-value of 0.536, 0.3418, 0.9902, 0.9799, 0.536, 0.537, 0.356, 0.696, 0.100, 0.520, 0.267, 0.769, 0.815, 0.060, 0.122, 0.818, 0.957, and 0.131 respectively which greater than the significant level at α 0.05 thus, proved to be insignificant.

As to self-awareness. A positive marked/moderate correlation is common between self awareness and goal emphasis as perceived in the computed r of 0.461 with a p-value of 0.009 which is lower than 0.01, level of significance hence, the result proved to be significant. This implies that school heads are consistent about their words and actions. They know how their feelings and emotions affect their opinions and judgments. Thus delegating works are done in a polite and

justifiable manner where workers can feel secure, comfortable, and confident enough to give the best.

Table 46

**Correlation Between Goal Emphasis Versus
Principal-Respondents' Profile**

Profile	Pearson r	p- Value	Evaluation
Age	-0.115	0.536	NS
Sex	7.90	0.3418	NS
Civil Status	1.23	0.9902	NS
Educational Qualification	14.85	0.9799	NS
Length of Service	-0.116	0.536	NS
Distance	-0.115	0.537	NS
Managerial Experience	0.171	0.356	NS
Personnel Supervised	0.073	0.696	NS
Performance Rating	0.301	0.100	NS
In-Service Training	0.120	0.520	NS
Monthly Income	0.206	0.267	NS
Number of Dependents	0.055	0.769	NS
Extroversion	0.044	0.815	NS
Agreeableness	0.341	0.060	NS
Conscientiousness	0.284	0.122	NS
Neuroticism	0.043	0.818	NS
Openness to Experience	0.010	0.957	NS
Self Awareness	0.461*	0.009	S (2-tailed)
Self Management	0.277	0.131	NS
Social Awareness	0.384*	0.033	S (2-tailed)
Social Skills	0.400*	0.026	S (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

As to social awareness. In this profile, the computed r of 0.384 is interpreted to be positive low/ slight correlation between social awareness and goal emphasis. When further tested, the p -value is at 0.033 lower than 0.05, level of significance hence, proved to be significant. The data tell us that school heads are responsible, dependable, and are very much willing to assist teachers for technical aspect to enhance their capability and skills.

As to social skills. As sighted in the table, a positive low/ slight correlation prevails between social skills and goal emphasis based on the computed r of 0.400 and a p -value of 0.026 lower than 0.05, level of significance which proved to be significant. It means that school heads possess the ability to form agreeable relationships with sense of professionalism, commitment, and accountability in every engagement. They were equipped with communication skills to relay information and facilitate implementation.

Work facilitation vs profile. Reflected in Table 47 are the data on the relationships between the principals' profile and work facilitation describing the extent manifested by the school head in clarifying roles, acquiring and allocating resources, and reconciling organizational conflicts. The subsequent statement discloses the connection of each profile to the level of work facilitation manifested by the secondary school heads in the Division of Samar.

Reflected in the table that age, sex, civil status, educational qualification, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, openness to experience and self management with p-value 0.831, 0.3418, 0.9902, 0.9799, 0.874, 0.170, 0.151, 0.588, 0.111, 0.846, 0.273, 0.719, 0.852, 0.093, 0.064, 0.547, 0.866, and 0.138 respectively which found to be greater than the significant level at α 0.05 hence, proved to be insignificant. It means that the aforesaid profile did not influence to whatever level of work facilitation manifested by the school heads.

As to self-awareness. The table showed a computed r that is within positive marked/moderate correlation as reflected in the result of 0.456. The p-value is at 0.010 lower than 0.01, level of significance in which results proved to be significant. It signified that, if school heads are considerate and consistent to what is proper and ideal, then they can facilitate work with confidence and justice.

As to social awareness. There was a marked/moderate correlation between social awareness and work facilitation as indicated in the computed r of 0.394. The p-value of 0.028 is lower than 0.05, level of significance hence, it proved to be significant. It means that school heads shows empathy, sincerity and provides unconditional technical assistance to teachers for them to effectively deliver the prescribed services to students.

Table 47**Correlation between Work Facilitation Versus Principal-Respondents' Profile**

Profile	Pearson r	p- Value	Evaluation
Age	-0.040	0.831	NS
Sex	7.90	0.3418	NS
Civil Status	1.23	0.9902	NS
Educational Qualification	14.85	0.9799	NS
Length of Service	0.030	0.874	NS
Distance	-0.253	0.170	NS
Managerial Experience	0.264	0.151	NS
Personnel Supervised	0.101	0.588	NS
Performance Rating	0.292	0.111	NS
In-Service Training	0.036	0.846	NS
Monthly Income	0.203	0.273	NS
Number of Dependents	0.067	0.719	NS
Extroversion	0.035	0.852	NS
Agreeableness	0.307	0.093	NS
Conscientiousness	0.337	0.064	NS
Neuroticism	-0.112	0.547	NS
Openness to Experience	-0.032	0.866	NS
Self Awareness	0.456**	0.010	S (2-tailed)
Self Management	0.273	0.138	NS
Social Awareness	0.394*	0.028	S (2-tailed)
Social Skills	0.389*	0.031	S (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

As to social skills. Reflected in the table that a marked/moderate correlation exist between social skills and work facilitation based on the computed r of 0.389 with p -value of 0.031 which is lower than 0.05, level of significance whose result confirmed to be significant. It only means that the more influential the school heads, the greater is the chance to accomplish work because of the anticipated support from the subordinates.

Relationships Between School Heads' Human Relations Skills and their Profile

The Pearson Product Moment Correlation Coefficient and multiple regression were applied to verify the degree of relationships between the school heads' human relation skills along management, learning and training, understanding and motivating employees, developing positive employee attitudes, problem solving techniques and their personal profile. The result of which is found in table 48.

As to age. Reflected in the table that the correlation coefficient age between and the five dimensions of human relation ranges from negative negligible to positive slight correlation based on the computed r -values of -.109 for management, -.197 learning and training, -.028 understanding and motivating employees, .221 developing positive employee attitudes and -.073 problem solving techniques. Correspondingly, when further tested to its significance, the p -values of the five dimensions of human relation are higher than the 0.05 level

of significance. Hence, it proved to be insignificant showing that the principals' age does not affect human relation.

As to length of service. The correlation coefficient between length of service and the five dimensions of human relation situated from negative negligible to negative slight correlation based on the computed r-values of -.298 for management, -.142 learning and training, -.177 understanding and motivating employees, -.078 developing positive employee attitudes and -.261 problem solving techniques. The p-values in all dimensions of human relation are higher than the 0.05 level of significance. Hence, it proved to be insignificant which meant that length of service did not affect human relation.

As to distance. A positive/negative slight correlation coefficient was prevalent between distance and the five dimensions of human relation based on the r-values of -.087 for management, -.013 learning and training, -.095 understanding and motivating employees, -.014 developing positive employee attitudes and .045 problem solving techniques. The p-values in all dimensions of human relation are higher than the 0.05 level. Thus, it proved to be non-significant indicating that distance did not affect human relations.

As to managerial experience. The correlation coefficient between managerial experience and the five dimensions of human relation was posted from positive negligible to negative slight correlation as suggested by the computed r-values of -.287 for management, .017 learning and training, -.117 understanding and motivating employees, .145 developing positive employee

attitudes and .072 problem solving techniques. The p-values in all dimensions of human relation are higher than the 0.05 level of significance and therefore, confirmed of their insignificance suggesting that managerial experience do not affect human relation.

As to personnel supervised. For this profile, the correlation coefficient fall under positive/negative negligible based on the computed r-values of -.060 for management, -.140 learning and training, -.021 understanding and motivating employees, .042 developing positive employee attitudes and -.066 problem solving techniques. All of its p-values are higher than the 0.05 level of significance. Thus, confirmed to have no correlation between personnel supervised and human relation.

As to performance rating. For this profile, its correlation coefficient lies from positive/negative negligible to positive/negative slight correlation as reflected in the computed r-values of -.326 for management, -.096 learning and training, .178 understanding and motivating employees, .235 developing positive employee attitudes and .307 problem solving techniques. Its p-values are higher than the 0.05 level of significance and therefore proved to be insignificant which indicated that human relation was not affected by their performance rating.

As to in-service training. For this aspect, the correlation coefficient played from positive/negative negligible to negative slight correlation as indicated in their computed r-values of -.225 for management, -.010 learning and training, -.025 understanding and motivating employees, -.097 developing

positive employee attitudes and -.202 problem solving techniques. Their p-values attested of their insignificance as they are over than the 0.05 level of significance. This signified that in-service training of school heads did not affect human relation.

As to monthly income. In this profile, the correlation coefficient lies from positive/negative negligible to negative slight correlation according based on the computed r-values of -.209 for management, .090 learning and training, -.020 understanding and motivating employees, -.173 developing positive employee attitudes and -.244 problem solving techniques. Furthermore, the p-values of human relation are all higher than the 0.05 level of significance which proved to be insignificant indicating that monthly income of school heads did not affect human relation.

As to the number of dependents. The computed r for this profile, the correlation coefficient lies from negligible to slight correlation as indicated in the computed r-values of .010 for management, .375 learning and training, -.061 understanding and motivating employees, .074 developing positive employee attitudes and .149 problem solving techniques. Looking further the data, it can be noted from the table that it is only in learning and training that number of dependents of school heads correlated significantly to human relation with p-value of .037 which is lower than the 0.05 level of significance. This significant finding could be attributed by the fact that school heads are human with the tendency to become emotional and carried away by the problems at home.

Table 48
Relationships Between School Heads' Human Relation Skills and their Profile

Profile	Parameter	Human Relation Skills				
		Mgt.	LT	UME	DPEA	PST
Age	r-value	-.109	-.197	-.028	.221	-.073
	p-value	.560	.287	.881	.231	.696
Length of Service	r-value	-.298	-.142	-.177	-.078	-.261
	p-value	.103	.446	.340	.677	.157
Distance	r-value	-.087	-.013	-.095	-.014	.045
	p-value	.641	.943	.609	.940	.809
Managerial Experience	r-value	-.287	.017	-.117	.145	.072
	p-value	.117	.927	.532	.438	.701
Personnel Supervised	r-value	-.060	-.140	-.021	.042	-.066
	p-value	.748	.453	.912	.824	.724
Performance Rating	r-value	-.326	-.096	.178	.235	.307
	p-value	.074	.608	.339	.203	.092
In-Service Training	r-value	-.225	.010	-.025	-.097	-.202
	p-value	.224	.958	.895	.602	.275
Monthly Income	r-value	-.209	.090	-.020	-.173	-.244
	p-value	.258	.629	.915	.353	.185
No. of Dependents	r-value	.010	.376*	.061	.074	.149
	p-value	.958	.037	.744	.691	.424
Sex	Chi-square	1.790	4.480	1.140	1.980	580
	p-value	.408	.213	.565	.576	.747
Civil Status	Evaluation	NS	NS	NS	NS	NS
	Chi-square	6.190	2.690	1.190	7.270	1.690
Educational Attainment	p-value	.103	.443	.552	.064	.639
	Evaluation	NS	NS	NS	NS	NS
	Chi-square	12.240	11.100	19.110	5.600	9.410
	p-value	.426	.521	.014	.949	.309
	Evaluation	NS	NS	NS	NS	NS

Legend:

**. Correlation is significant at the 0.01 level (2-tailed)
 Attitude
 *. Correlation is significant at the 0.05 level (2-tailed)
 LT - Learning and Training
 UME - Understanding and Motivating Employees

DPEA- Developing Positive Employee
 PST- Problem Solving Techniques
 S - Significant
 NS - Not Significant

As to sex. In this profile, the Chi-square are as follows: 1.790 for management, 4.480 learning and training, 1.140 understanding and motivating employees, 1.980 developing positive employee attitudes and .580 problem solving techniques with p-values of .408, .213, .565, .576 and .747 respectively in which all of its p-values are greater than the 0.05 level of significance. Thus, it proved to be not significant indicating that sex of school heads did not affect human relation.

As to civil status. For this profile, the Chi-square are 6.190 for management, 2.690 learning and training, 1.190 understanding and motivating employees, 7.270 developing positive employee attitudes and 1.690 problem solving techniques. All its p-values are greater than the 0.05 level of significance. Thus, it proved to be not significant indicating that the civil status of school heads did not affect human relation.

As to educational attainment. The Chi-square posted at 12.240 for management, 11.100 learning and training, 19.110 understanding and motivating employees, 5.600 developing positive employee attitudes and 9.410 problem solving techniques. All its p-values are greater than the 0.05 level of significance. Thus, it proved to be not significant indicating that the educational attainment of school heads did not affect human relation.

Relationship Between the School Heads' leadership Behavior and Human Relation Practices

The Pearson Product-Moment Correlation Coefficient and multiple regressions were employed to determine the level of relationships between the leadership behavior and human relation of secondary school heads.

As to leader support. It can be noted from the table that there are slight correlation between leader support and human relation of secondary of secondary school heads as reflected on the computed r of .388 under understanding and motivating employees, 0.288 under developing positive employee attitudes and 0.319 under problem solving techniques. Other variables were counted as negligible correlation particularly in management and learning and training with a computed r of 0.151 and 0.197 respectively.

Also, it can be seen from the table that of all the dimensions of human relation, it is only in understanding and motivating employees which found to have a significant relation based on the computed p -value of 0.031 which is lower than the 0.05 level of significance. Their significant relationship implied that as the principal shows concern to subordinates by speaking up for subordinates' interest, caring about their personal situations, and showing appreciation for their work they would be able to know more deeper about the personality of their subordinates and win their trust and confidence that could lead to a more satisfied, motivated, supportive and productive servant in school.

As to interaction facilitation. The degree of relationships between interaction facilitation and the human relations of secondary school heads in terms of management, learning and training, understanding and motivating employees, developing positive employee attitudes and problem solving techniques lies from negligible to slight correlation. The computed p-value in the five dimensions of human relation is higher than the 0.05 level of significance and therefore proved to be insignificant. This kind of relationship signified that the actions and efforts of school heads to promote good relationships and minimize conflict among followers does not affect human relations.

Table 49

**Relationship Between School Heads' Leadership Behavior
and their Human Relation Practices**

Leadership Behavior	Parameter	Human Relation Skills				
		Mgt	LT	UME	DPEA	PST
Leader Support	r-value	0.151	0.197	.388*	0.288	0.319
	p-value	0.417	0.288	0.031	0.116	0.08
Interaction Facilitation	r-value	0.181	0.07	0.249	0.262	0.067
	p-value	0.33	0.709	0.176	0.155	0.721
Goal Emphasis	r-value	0.269	0.173	0.284	0.311	0.13
	p-value	0.143	0.353	0.122	0.089	0.484
Work Facilitation	r-value	0.332	0.145	0.232	0.228	0.064
	p-value	0.068	0.437	0.21	0.218	0.731

Legend:

**. Correlation is significant at the 0.01 level (2-tailed) DPEA- Developing Positive Employee

Attitude

*. Correlation is significant at the 0.05 level (2-tailed) PST- Problem Solving Techniques

LT - Learning and Training S - Significant

UME - Understanding and Motivating Employees NS - Not Significant

Table 50

Regression Analysis Between School Heads' Leadership Behavior (Leader Support) and their Human Relation Skills Along Understanding and Motivating Employees

Model	Unstandardized Coefficients		R Square	t	Sig	Evaluation
	B	Std. Error				
(Constant)	-1.394	24.836		-0.056	0.956	
Leader Support	12.328	5.435	0.388	0.151	2.268	0.031 Significant

As to goal emphasis. The correlation between goal emphasis and human relations of secondary school heads in terms of management, learning and training, understanding and motivating employees, developing positive employee attitudes and problem solving techniques played from negligible to slight correlation based on the computed r results. The p-values in all dimensions of human relation are higher than the 0.05 level of significance. Thus, the correlation proved to be insignificant. Such correlation suggests that the effort of school heads towards motivating employees to accomplish the task at hand does not affect human relations.

As to work facilitation. The degree of correlation between work facilitation and human relations of secondary school heads in terms of management, learning and training, understanding and motivating employees, developing positive employee attitudes and problem solving techniques lies

from negligible to slight correlation based on the computed r in all dimension of human relation. The p -values are higher than the 0.05 level of significance. Hence, it proved to have insignificant correlation. This implied that the principals' initiative in clarifying roles, acquiring and allocating resources and reconciling organizational conflicts does not influence human relation.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings, conclusions and recommendations of the study.

Summary of Findings

The following are the salient findings of the studies:

1. Profile of secondary school heads

1.1 Personal Profile

1.1.1 The secondary school heads were in the late 40s and out of the 31 secondary school heads, 12 or 38.71 percent are males and 19 or 61.29 percent are females.

1.1.2 Majority of the secondary school heads or 83.87 percent out of 31 respondents were married.

1.1.3 Majority of the secondary school heads had Ph.D units and about 13.00 percent were Ph.D/Ed.D holder.

1.1.4 In terms of Emotional Quotient, school heads scored high in self management, social awareness, and social skills while scored average in self awareness.

1.1.5 In terms of personality test, school heads scored "high" in agreeableness and conscientiousness while scored "low" in extroversion, neuroticism, and openness to experience.

1.2 Work Related Profile

1.2.1 The average distance traveled by the school heads from home to school is 23.26 kilometers with a standard deviation of 26.36 kilometers.

1.2.2 The school heads had served an average length of 24.27 years with a standard deviation of 4.84 years in the service.

1.2.3 The managerial experience of school heads was in the averaged of 8.39 years with a standard deviation of 5.37 years.

1.2.4 School heads supervised an average of 26 teaching and non-teaching personnel with a standard deviation of 18.67.

1.2.5 Majority of the school heads, about 54.84% earned an outstanding performance rating.

1.2.6 The average number of training attended by the school heads was 148.84 hours with a standard deviation of 36.87 hours.

1.3 Home Related Profile

1.3.1 The average monthly income of school heads is P38,918.85 with a standard deviation of P3,916.71.

- 1.3.2 The school heads' average number of dependents is 2 with a standard deviation of 1.64.
2. On the extent leadership behavior manifested by the secondary school head.
 - 2.1 The extent to which leadership behavior manifested by the secondary school heads as perceived by the school heads themselves, district supervisors, and teachers along leader support was "often practiced" based on the grand mean of 4.33.
 - 2.2 The extent to which leadership behavior manifested by the secondary school heads as perceived by the school heads themselves, district supervisors, and teachers along interaction facilitation was "often practiced" based on the grand mean of 4.33.
 - 2.3 The extent to which leadership behavior manifested by the secondary school heads as perceived by the school heads themselves, district supervisors, and teachers along goal emphasis was "often practiced" based on the grand mean of 4.29.
 - 2.4 The extent to which leadership behavior manifested by the secondary school heads as perceived by the school heads themselves, district supervisors, and teachers along work facilitation was "often practiced" based on the grand mean of 4.21.
3. On the significant differences on the perceptions of the groups of respondents as to the leadership behavior manifested by secondary school heads.

- 3.1 There were significant differences in the leadership behavior of secondary school heads along leader support as evidenced by the computed F-value of 26.79 which is greater than the tabular F-value of 3.21. Using the Scheffe's test, it appeared that the leadership behavior of secondary school heads along leader support differed significantly from the supervisors and teachers group.
- 3.2 There were significant differences in the leadership behavior of secondary school heads along interaction facilitation as evidenced by the computed F-value of 17.5 which is greater than the tabular F-value of 3.22. When verified using the Scheffe's test, it appeared that the leadership behavior of secondary school heads along interaction facilitation differed significantly from the school heads and supervisors group.
- 3.3 There were significant differences in the leadership behavior of secondary school heads along goal emphasis as evidenced by the computed F-value of 17.83 which proved to be greater than the tabular F-value of 3.22. When verified using the Scheffe's test, it appeared that the leadership behavior of secondary school heads along goal emphasis differed significantly from the school heads and supervisors group.
- 3.4 There were significant differences in the leadership behavior of secondary school heads along work facilitation as evidenced by the

computed F-value of 37.0 which is greater than the tabular F-value of 3.15. Using the Scheffe's test, it appeared that the leadership behavior of secondary school heads along work facilitation differed significantly from the school heads and supervisors group.

4. On the extent leadership behavior manifested by the secondary school head.

- 4.1 The extent to which human relation along management manifested by the secondary school heads as perceived by the secondary school head themselves, district supervisors, and teachers was "low" with a grand mean of 48.
- 4.2 The extent to which human relation along learning and training manifested by the secondary school heads as perceived by the secondary school head themselves, district supervisors, and teachers was "low" with a grand mean of 38.
- 4.3 The extent to which human relation along understanding and motivating employees manifested by the secondary school heads as perceived by the secondary school head themselves, district supervisors, and teachers was "low" with a grand mean of 48.
- 4.4 The extent to which human relation along developing positive employee attitudes manifested by the secondary school heads as perceived by the secondary school head themselves, district supervisors, and teachers was "high" with a grand mean of 53.

4.5 The extent to which human relation along problem solving techniques manifested by the secondary school heads as perceived by the secondary school head themselves, district supervisors, and teachers was "very high" with a grand mean of 75.

5. On the significant differences among the perceptions of the groups of respondents as to the human relation manifested by the secondary school heads.

5.1 There were no significant differences in the principals' human relation along management as perceived by the principal themselves, district supervisors, and teachers. This denote that the perception of the respondents relative to management were basically the same.

5.2 There were no significant differences in the principals' human relation along learning and training as perceived by the principal themselves, district supervisors, and teachers. This indicates that the respondents came up with a unanimous perception on the level of performance rendered by school heads.

5.3 There were no significant differences in the principals' human relation along understanding and motivating employees as perceived by the principal themselves, district supervisors, and teachers. This implied that the perception of the respondents on

the human relation of school heads along understanding and motivating employees were on the same degree.

- 5.4 There were no significant differences in the principals' human relation along developing positive employee attitudes as perceived by the principal themselves, district supervisors, and teachers. It signified that the respondents' perceptions on the performance of school heads along the aforesaid dimension were on the same scale.
- 5.5 There were no significant differences in the principals' human relation along problem solving techniques as perceived by the principal themselves, district supervisors, and teachers. It can be said that the perceptions of the respondents relative to the performance of school heads along problem solving techniques were on the same extent.

6. On the significant relationships between the profile of secondary school heads and leadership behavior.

- 6.1 There were no significant relationships between leadership behavior along leader support and the profile of secondary school heads in terms of age, sex, civil status, educations qualifications, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience, self

awareness, with p-values: 0.679, 0.3418, 0.9902, 0.9799, 0.960, 0.123, 0.349, 0.818, 0.116, 0.437, 0.907, 0.200, 0.422, 0.436, 0.105, 0.482, and 0.867 respectively which were found to be greater than 0.01 or 0.05 level of significance.

6.2 There were no significant relationships between leadership behavior along interaction facilitation and the profile of secondary school heads in terms of age, sex, civil status, educational qualification, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience with p-values: 0.708, 0.3418, 0.9902, 0.9799, 0.862, 0.147, 0.220, 0.991, 0.204, 0.476, 0.593, 0.447, 0.307, 0.684, 0.135, 0.781, and 0.775, respectively which were found to be greater than 0.01 or 0.05 level of significance.

6.3 There were no significant relationships between leadership behavior along goal emphasis and the profile of secondary school heads in terms of age, sex, civil status, educational qualification, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, openness to experience and self

management with p-values: 0.536, 0.3418, 0.9902, 0.9799, 0.536, 0.537, 0.356, 0.696, 0.100, 0.520, 0.267, 0.769, 0.815, 0.060, 0.122, 0.818, 0.957, and 0.131 respectively which were found to be greater than 0.01 or 0.05 level of significance.

6.4 There were no significant relationships between leadership behavior along work facilitation and the profile of secondary school heads in terms of age, sex, civil status, educational qualification, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, openness to experience, and self management with p-values: 0.831, 0.3418, 0.9902, 0.9799, 0.874, 0.170, 0.151, 0.588, 0.111, 0.846, 0.273, 0.719, 0.852, 0.093, 0.064, 0.547, 0.866, and 0.138 respectively which were found to be greater than 0.01 or 0.05 level of significance.

6.5 There were significant relationships between leadership behavior along leader support, interaction facilitation, goal emphasis and work facilitation whose computed p-value were found to be lesser than 0.01 or 0.05 level of significance.

7. On the significant relationships between the profile of secondary school heads and human relation.

7.1 There was no significant relationship between human relation of secondary school heads along management and their age, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, no. of dependents, sex, civil status, and educational attainment based on the p-values of .560, .103, .641, .117, .748, .074, .224, .258, .958, .408, .103, and .426 respectively which were found to be higher than the 0.05 level of significance.

7.2 There was no significant relationship between human relation of secondary school heads along learning and training and their age, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, sex, civil status, and educational attainment based on the p-values of .287, .446, .943, .927, .453, .608, .958, .629, .213, .448, and .521 respectively which were found to be higher than the 0.05 level of significance. However, a significant relationship can be noted between human relation of secondary school heads along learning and training and the number of dependents based on the p-value of .037 which was found to be lower than the 0.05 level of significance.

7.3 There was no significant relationship between human relation of secondary school heads along understanding and motivating employees their age, length of service, distance, managerial

experience, personnel supervised, performance rating, in-service training, monthly income, no. of dependents, sex, civil status, and educational attainment based on the p-values of .881, .340, .609, .532, .912, .339, .895, .915, .744, .565, .552, and .014 respectively which were found to be higher than the 0.05 level of significance.

7.4 There was no significant relationship between human relation of secondary school heads along developing positive employee attitudes and their age, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, no. of dependents, sex, civil status, and educational attainment based on the p-values of .231, .677, .940, .438, .824, .203, .602, .353, .691, .576, .064, and .949 respectively which were found to be higher than the 0.05 level of significance.

7.5 There was no significant relationship between human relation of secondary school heads along problem solving techniques and their age, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, no. of dependents, sex, civil status, and educational attainment based on the p-values of .696, .157, .809, .701, .724, .092, .275, .185, .424, .747, .639, and .309 respectively which were found to be higher than the 0.05 level of significance.

8. On the significant relationship between the secondary school heads' leadership behavior and human relation practices.

8.1 There was no significant relationship between the school heads' leadership behavior in terms of leader support and human relation along management, learning and training, developing positive employee attitudes, and problem solving techniques based on the p-values of 0.417, 0.288, 0.116, and 0.08 respectively which were found to be higher than the 0.05 level of significance. However, a significant relationship can be noted between school heads' leadership behavior in terms of leader support and human relation along understanding and motivating employees based on the p-value of 0.031 which is lower than the 0.05 level of significance. This implied that as the principal shows concern to subordinates by speaking up for subordinates' interest, caring about their personal situations, and showing appreciation for their work they would be able to know more deeper about the personality of their subordinates and win their trust and confidence that could lead to a more satisfied, motivated, supportive and productive servant in school.

8.2 There was no significant relationship between the school heads' leadership behavior in terms of interaction facilitation and human relation along management, learning and training, understanding

and motivating employees, developing positive employee attitudes, and problem solving techniques based on the p-values of 0.33, 0.709, 0.176, 0.155, and 0.721 respectively which were found to be higher than the 0.05 level of significance. It signified that the actions and efforts of school heads to promote good relationships and minimize conflict among followers did not affect human relations.

3.3 There was no significant relationship between the school heads' leadership behavior in terms of goal emphasis and human relation along management, learning and training, understanding and motivating employees, developing positive employee attitudes, and problem solving techniques based on the p-values of 0.143, 0.353, 0.122, 0.089, and 0.484 respectively which were found to be higher than the 0.05 level of significance. It suggests that the effort of school heads towards motivating employees to accomplish the task at hand did not affect human relation.

3.4 There was no significant relationship between the school heads' leadership behavior in terms of work facilitation and human relation along management, learning and training, understanding and motivating employees, developing positive employee attitudes, and problem solving techniques based on the p-values of 0.068, 0.437, 0.21, 0.218, and 0.731 respectively which were found to

be higher than the 0.05 level of significance. This implied that the school heads' initiative towards clarifying roles, acquiring and allocating resources, and reconciling organizational conflicts did not influence human relation.

9. To help improve further the leadership behavior and human relations of secondary school heads, an action plan was proposed by the researcher.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The secondary school heads in Samar division are in the late 40s, dominated by females, mostly married and majority are MA/MS holder. The Emotional Quotient of school heads scored from "average" to "very high" while their personality scored from "low" to "high".
2. Secondary school heads "often practiced" leader support, interaction facilitation, goal emphasis, and work facilitation to teachers and non-teaching personnel as perceived by the school head themselves, district supervisors, and secondary school teachers.
3. The leadership behavior of secondary school heads in terms of leader support, interaction facilitation, goal emphasis, and work facilitation differed significantly as perceived by the school head themselves, district supervisors, and secondary school teachers.

4. Secondary school heads performed "low" in management, learning and training, and understanding and motivating employees. While performed "high" in developing positive employee attitude and "very high" for problem solving techniques as perceived by the three groups of respondents.

5. The human relation skills of secondary school heads along management, learning and training, understanding and motivating employees, developing positive employee attitudes, and problem solving techniques have no significant differences as perceived by the three groups of respondents.

6. Among the demographic variables of the secondary school heads, only emotional quotient correlated significantly with the leader support, interaction facilitation, goal emphasis and work facilitation.

7. Among the secondary school heads' profile, age, sex, civil status, educational qualification, length of service, distance, managerial experience, personnel supervised, performance rating, in-service training, monthly income, number of dependents, extroversion, agreeableness, conscientiousness, neuroticism, openness to experience, and self management had no significant relationships with leader support, interaction facilitation, goal emphasis, and work facilitation.

8. Leadership behavior of secondary school heads in terms of leader support correlated significantly to human relation along understanding and motivating employees. This implied that as the principal shows concern to subordinates by speaking up for subordinates' interest, caring about their

personal situations, and showing appreciation for their work they would be able to know more deeper about the personality of their subordinates and win their trust and confidence that could lead to a more satisfied, motivated, supportive and productive servant in school.

9. Considering that the school heads were generally rated very high by themselves, by their supervisors and by their teachers, their lowest scores in certain areas may serve as basis for designing an action plan for enhancement. Such area is in emotional quotient as it is significantly related to leadership behavior among school heads.

Recommendations

With reference to the findings and conclusions of the study, the following concerns are hereby recommended:

1. The action plan focusing on personality traits and emotional quotient proposed by the researcher should be conducted among secondary school heads of the second congressional district of Samar division for them to further improve their leadership behavior and human relations.

2. Capability building on personality traits and emotional quotient is indispensable to enhance leadership behavior and human relations of secondary school heads.

3. Secondary school heads should be encouraged to grow professionally through active involvement in in-service training and pursuing to post graduate studies for them to internalize their duties and accountabilities.

4. Using the DepEd instruments, school heads' performance must be evaluated objectively and thoroughly to accumulate authentic information for possible reinforcement particularly in leadership behavior and human relation.

5. It is further recommended that the proposed action plan be tried out and appraised for effective use in the years to come.

6. A study parallel to this research by utilizing the same survey instrument may be conducted in the elementary level or other divisions to examine the leadership behavior and human relation of elementary or secondary school principals.

Chapter 6

A PROPOSED ACTION PLAN FOR SECONDARY SCHOOL HEADS

This chapter presents the proposed action plan for secondary school heads in the Division of Samar in accordance to the findings and recommendations of the study with the end view of improving their leadership competence and performance in the educative system.

Rationale

Effective leadership behaviors and human relations are imperative in contributing the overall culture of a school to create an environment which is conducive to learning since their behavior influences the climate of productivity, effectiveness of their school, and ultimately student achievement.

Educational leadership is possibly the most important factor of an effective learning environment to initiate school improvement, to create a learning oriented educational climate, and to stimulate and supervise teachers in such a way that the latter may execute their tasks as effectively as possible. The DepEd efforts on quality education emphasize the importance of school heads in boasting teaching and learning, a task that depends on the skills of current and future school leaders.

One of the most fundamental concepts to improve a school is by improving teacher motivation through role modeling and determination towards

public service. In line with this, the division of Samar assessed the SBM level of practice to the 81 secondary schools within the division. Results showed that majority or 68% fall under level 1 with a descriptive rating of "Beginning". The data disclosed that the capability of school heads in a certain aspect needs enhancement so as to deliver qualitative services to the target recipients.

Moreover, analysis and findings of this study noted that emotional quotient of school heads in terms of self-awareness, self-management, social awareness and social skills significantly correlated to leader's behavior along leader support, interaction facilitation, goal emphasis, and work facilitation. Hence, it can be said that the level of command responsibility from subordinates and work relations are dependent to the level of emotional quotient possessed by the school head, that the higher the emotional quotient the more acceptable the behavior could be or the other way around. The current SBM level of practice and the academic performance of students in the standardized examinations suggest that school heads should engage quality time with the teachers through good leadership which are anchored to good behavior and human relation so as to produce graduates that are competitive and responsible in all walks of life.

Considering that the school heads' leadership behavior and human relation strongly and directly affect teachers' attitude, school heads should serve as role model for their work groups. Refined behavior and sound working relationships is anticipated for them to execute. Thus, the loopholes and grudges in management must be settled and immediate solution must be imposed.

To address the leadership gap, this study suggests that school heads in Samar division needs capability building on personality traits and emotional quotient. To make this possible, ways and means should be properly planned through action planning which will end-up to more inviting learning institutions where good behavior and human relations are the common practices of all concerned including teaching and non-teaching personnel.

Description

The action plan for school heads in the division of Samar is a tool that will serve as guide to enhance the leadership competence of school heads for them to provide technical services and guidance with efficiency and effectiveness to the teaching and non-teaching personnel and to the rest of stakeholders to accomplish the mission of the institution. This plan is a detailed sequence of steps outlining actions that must be taken or activities that must be performed towards the attainment of the objective. It comprises several parts such as activities, strategies, means of verification, persons involved, resources needed, time frame, and success indicators. Each part must be supplied with specific information and strictly followed during the process of implementation. The last portion of the plan served as basis as to the status of the activity implemented and an eye opener for future related activities.

Goal and Objectives

Based on the needs of the respondents, the action plan seeks to help secondary school heads exercise and improve their competencies involving self awareness, self management, social awareness and social skills.

Objectives

1. To enhance emotional quotient and leadership competence of secondary school heads.
2. Develop personal integrity and interpersonal sensitivity with sense of professionalism and commitment.
3. Deepen managerial capability fostering stress tolerance, social relations, monitoring and evaluating teaching and learning outcomes.

Strategy of Implementation

Through a division memorandum, the Division of Samar may spearhead a capability building on emotional quotient with emphasis on self-awareness, self-management, social awareness and social skills. The participants of this training may include the full pledge principals, head teachers and teacher-in-charge in the secondary level whose functions are anchored on administrative and supervisory matters. The division office may utilize the district supervisors, division supervisors and the high ranking officials in the division to serve as resource speakers or invite speakers with background of the subject matter from other agency or division.

During the training proper, the management may impose some preventive measures to hold the attention of each participant. In terms of the training approach, hands on style are preferable in which activities are interesting, enjoyable and informative. On the part of management, punctuality and strict monitoring of attendance and provision of hand-outs to participants may be addressed. Likewise, a pre and post-test may be administered by the management to measure the level of understanding of each participant.

A field trip to high performing school in the region maybe considered by the management to enrich the knowledge and understanding of school heads on leadership behavior and human relation since school's achievement is anchored on the leader's competence and their best practices to face and address the demand of the learners.

Monitoring and Evaluation

The division office through the Schools Division Superintendent (SDS) may delegate the responsibility of monitoring and evaluating of secondary school heads' performance to the district supervisors and area supervisors. To carry out such responsibility, varied strategies may be initiated by the supervisors such as unannounced school visits, observing school heads during professional meeting with teachers, informal interview with internal and external stakeholders (teachers, students and parents), determining the trend of MPS

results in the pre and post-test and National Achievement Test, determining the school's performance indicator etc.

Prior to monitoring, the supervisors will convene to a certain place and formulate a unified checklists or rubrics to determine the extent of school head's performance. Those principals with outstanding performance based on the criteria set by the evaluator, shall be acknowledged through a citation to be given during the division "pasidungog" as motivation and encouragement to pursue the challenge so as to provide quality service to students, the prime and ultimate recipient of education.

PROPOSED FIVE - YEAR ACTION PLAN

Goal: To help secondary school heads exercise and improve their competencies involving self-awareness, self management, social awareness and social skills.

Activities	Strategies	Means of Verification	Persons Involved	Resources Needed	Time Frame	Success Indicator	Financial Target (in thousand)					
							2017	2018	2019	2020	2021	2018
1. Planning for capability building on emotional quotient and personality traits	*Identification of the topic, resource person, training venue, and material needed. *Minutes of meeting, *Pictorials *Attendance sheet *Determining the amount to be incurred. *Assignment of committee *Setting the date of the training	*SDS/ASDS *Division dept heads	*Writing materials *Camera	Every first quarter from 2017 to 2022	*Identified topics, resource persons, training venue, training committee, training matrix and budgetary requirements		-	-	-	-	-	-
2. Spearhead capability building on emotional quotient (self-awareness, self management,	*Send memorandum to secondary school heads. *Coordinate division supervisors and	*Memorandum in *Letter of invitation *Training matrix *Attendance	*SDS/ASDS *Division *planning dept. *Division *Furniture *Camera	Every third quarter from 2017 to 2022	Capability building conducted successfully		135	135	135	135	135	135

Goal: To help secondary school heads exercise and improve their competencies involving self-awareness, self management, social awareness and social skills.

Activities	Strategies	Means of Verification	Persons Involved	Resources Needed	Time Frame	Success Indicator	Financial Target (in thousand)					
							2017	2018	2019	2020	2021	2022
social awareness and social skills) and personality traits	district supervisors. *Send invitation letter to resource speakers. *Prepare relevant materials, equipment and training venue	sheet *Rapporteur's report *Pictorials	cation dept. *Division supervisors and district supervisors				-	-	-	-	-	-
3. Field trip to outstanding schools in the region	*Coordinate the region as to the name and location of outstanding schools. *Secure travel permit from the region. *Coordinate the division and LGU where the school is located.	*Travel order *Pictorials *Certificate of appearance	SDS or his authorized representative	*Transportation expenses *Camera	Every third quarter from 2017 to 2022	Field conducted trip						

Goal: To help secondary school heads exercise and improve their competencies involving self-awareness, self management, social awareness and social skills.

Activities	Strategies	Means of Verification	Persons Involved	Resources Needed	Time Frame	Success Indicator	Financial Target (in thousand)					
							2017	2018	2019	2020	2021	2022
4. Monitor and evaluate school heads' leadership behavior and human relation	*Conduct unannounced visits to secondary schools *Conduct informal interview to teachers, students and parents *Administer survey questionnaires to teachers and students	*Duly accomplished survey *Questionnaires *Pictorials *Certificate of appearance	*Division supervisors/ district supervisors	*Writing materials *Travel allowance *Camera	Every last quarter from 2017 to 2022	*School heads' behavior and human relation monitored and evaluated *Results or findings of the evaluation	-	-	-	-	-	-
5. Recognition and awarding to performing schools	*Determine the MPS results of unified pre and post-test and NAT *Punctuality and regularity in the	*Evaluation result *Certificate of award *Pictorials	*SDS/ASDS *Division planning dept *Division supervisor *District	*Computer *Projector *Camera	Every last quarter from 2017 to 2022	High performing schools recognized and awarded	60	60	60	60	60	60

Goal: To help secondary school heads exercise and improve their competencies involving self-awareness, self management, social awareness and social skills.

Activities	Strategies	Means of Verification	Persons Involved	Resources Needed	Time Frame	Success Indicator	Financial Target (in thousand)				
							2017	2018	2019	2020	2021
	submission of monthly, quarterly and year end reports *Determine the school's performance indicator		supervisor				-	-	-	-	-

FIVE-YEAR IMPLEMENTATION PLAN

Activity	Time Frame												Financial Requirement (in thousand)															
	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022			2017-2018			2018-2019			2019-2020			2020-2021			
	Quarter		Quarter	Quarter		Quarter	Quarter		Quarter	Quarter		Quarter	Quarter		Quarter	Quarter		Quarter	Quarter		Quarter	Quarter		Quarter				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Planning for capability building on emotional quotient and personality traits																												
2. Spearhead capability building on emotional quotient and personality traits																												
a. Emotional Quotient																												
Module 1 <i>Self-awareness</i>																					1							
Module 2 <i>Self-management</i>																					3							
Module 3 <i>Social awareness</i>																					5							
Module 4																					1							
																					3							
																					5							

Activity	Time Frame												Financial Requirement (in thousand)															
	2017-2018				2018-2019				2019-2020				2020-2021				2017-2018				2018-2019				2019-2020			
	Quarter		Quarter		Quarter		Quarter		Quarter		Quarter		Quarter		Quarter		Quarter		Quarter		Quarter		Quarter		Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Social skills																					1							
b. Personality traits																					3							
3. Field trip to outstanding secondary schools in the region																					5							
4. Monitoring and Evaluation																					9							
5. Recognition and awarding to high performing schools																					0							
																					40							
																					40							
																					40							
																					40							

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A P P E N D I C E S

Appendix A**REQUEST FOR APPROVAL OF THE DISSERTATION TITLE**

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

October 20, 2015

The Dean of the Graduate Studies
Samar State University
Catbalogan City

Madam:

In my desire to start writing my dissertation and finish doctoral studies, I have the honor to submit for your approval one of the following research problems preferably number 1:

1. LEADERSHIP BEHAVIOR AND HUMAN RELATION PRACTICES OF SECONDARY SCHOOL HEADS IN SAMAR DIVISION: BASIS FOR A PROPOSED ACTION PLAN.

I hope for your favorable action on this regard.

Very truly yours,

(Sgd) ALADIN E. JAVIER
Researcher

APPROVED:

(Sgd) MARILYN D. CARDOSO, Ph.D,
Dean, College of Graduate Studies

Appendix B

ASSIGNMENT OF ADVISER

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

October 20, 2015

Dr. Eusebio T. Pacolor
University President
Samar State University
Catbalogan City

Dear Dr. Pacolor,

Please be informed that you have been designated as adviser of ALADIN E. JAVIER candidate for the degree Doctor of Philosophy major in Educational Management who proposes to write a dissertation on "LEADERSHIP BEHAVIOR AND HUMAN RELATION PRACTICES OF SECONDARY SCHOOL HEADS: BASIS FOR A PROPOSED ACTION PLA"

Thank you for your cooperation.

Very truly yours,

(Sgd) MARILYN D. CARDOSO, Ph.D.
Dean College of Graduate Studies

CONFORME:

(Sgd) EUSEDBIO T. PACOLOR, Ph.D.
University President, Adviser

Appendix C
REQUEST FOR PRE-ORAL DEFENSE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

January 25, 2016

The Dean of the Graduate Studies
Samar State University
Catbalogan City

Madam:

I have the honor to apply for pre-oral defense of my dissertation entitled: **"LEADERSHIP BEHAVIOR AND HUMAN RELATION PRACTICES OF SECONDARY SCHOOL HEADS: BASIS FOR A PROPOSED ACTION PLAN"** on the date convenient to your office.

Very truly yours,

(Sgd) ALADIN E. JAVIER
Researcher

Recommending Approval:

(Sgd) EUSEBIO T. PACOLOR, Ph.D.
University President, Adviser

APPROVED:

(Sgd) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

Appendix D

REQUEST TO CONDUCT A DRY-RUN OF SURVEY QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

February 10, 2016

GORGONIO DIAZ, JR. Ph.D., CESO VI
Schools Division Superintendent
Division of Samar

Sir:

The undersigned is a student of Samar State University taking Doctor of Philosophy major in Educational Management is presently conducting a research on "Leadership Behavior and Human Relation Practices of Secondary School Heads: Basis for a Proposed Action Plan".

In this connection, may I have the honor to request permission from your office to conduct a dry-run of my questionnaire at Ramon T. Diaz National High School, Gandara, Samar.

I am anticipating for your consideration and approval.

Very truly yours,

(Sgd) ALADIN E. JAVIER
Researcher

Noted:

(Sdg) EUSEBIO T. PACOLOR, Ph.D.
University President, Adviser

APPROVED:

(Sgd) GORGONIO DIAZ, JR. Ph.D., CESO VI
Schools Division Superintendent, Division of Samar

Appendix E

REQUEST FOR PERMISSION TO ADMINISTER THE SURVEY QUESTIONNAIRE

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

February 15, 2016

GORGONIO DIAZ, JR. Ph.D., CESO VI
Schools Division Superintendent
Division of Samar

Sir:

I am conducting a research study entitled "LEADERSHIP BEHAVIOR AND HUMAN RELATION PRACTICES OF SECONDARY SCHOOL HEADS: BASIS FOR A PROPOSED ACTION PLAN".

In this connection, may I have the honor to request permission from your good office to administer my survey questionnaire to the District Supervisors, Secondary School Principals and Secondary School Teachers in the second congressional district of Samar Division.

Attached herewith is a sample copy of my survey questionnaire.

I hope for your favorable consideration on this request.

Very truly yours,

(Sgd) ALADIN E. JAVIER
Researcher

Noted:

(Sdg) EUSEBIO T. PACOLOR, Ph.D.
University President, Adviser

APPROVED:

(Sgd) GORGONIO DIAZ, JR. Ph.D., CESO VI
Schools Division Superintendent, Division of Samar

Appendix F

REQUEST FOR FORM 212 AND PERFORMANCE RATING OF SECONDARY SCHOOL HEADS

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

March 18, 2016

Mr. Romulo G. Gabumpa
Division Planning Officer
Samar Division
Catbalogan City

Sir:

I am conducting a research study on "LEADERSHIP BEHAVIOR AND HUMAN RELATION PRACTICES OF SECONDARY SCHOOL HEADS: BASIS FOR A PROPOSED ACTION PLAN".

In this connection, the undersigned would like to request from your good office to furnish a copy of Form 212 and the performance rating of secondary school heads in the second congressional district of Samar.

I hope for your favorable consideration on this request.

Very truly yours,

(Sgd) ALADIN E. JAVIER
Researcher

Noted:

(Sdg) EUSEBIO T. PACOLOR, Ph.D.
University President, Adviser

Appendix G

Survey Questionnaire (For School Heads Only)

PART I -PROFILE OF SECONDARY SCHOOL HEADS

Direction: Please feel free to respond the data needed by writing in the appropriate space or by checking in the appropriate box for each item. All answers will be held strictly confidential.

1. *Personal Profile*

1.1 Name

(optional): _____

1.2 Age : _____

1.3 Sex: _____

1.4 Civil status: _____

1.5 Educational Attainment:

() Bachelor's Degree

() With master's degree units (specify) _____

() Master's Degree

() With doctoral units (specify) _____

() Doctoral degree

1.6 Honor and Awards

• National level: _____

• Regional level: _____

• Division level: _____

• District level: _____

2. *Work Related Profile*

2.1 Name of

School: _____

2.2 Distance from home to school: _____

2.3 Managerial Experience: _____

2.4 Number of personnel supervised: _____

2.5 Performance rating: _____

2.6 In-service training

- National level (number of days): _____
- Regional level (number of days): _____
- Division level (number of days): _____
- District level (number of days): _____

3. Home Related Profile

3.1 Average monthly income: _____

3.2 Number of dependents: _____

PART II - QUESTIONNAIRE ON LEADERSHIP BEHAVIOR

Directions: Think about how frequently you engage in the behavior described by each item. Check the number following the item for your answer. Use the legend below:

<u>Code</u>	<u>Interpretation</u>	
5	Always Practiced	(AP)
4	Often Practiced	(OP)
3	Sometimes Practiced	(SP)
2	Rarely Practiced	(RP)
1	Never Practiced	(NP)

Indicators	(AP)	(OP)	(SP)	(RP)	(NP)
	5	4	3	2	1
Leader Support					
1. Evaluates fairly the accomplishments of teachers					
2. Implements a program for development for personnel welfare.					
3. Find time to listen to the personal/professional concern of teachers					
4. Make the teacher feel at home when talking with them					
5. Speaks as representative of teachers					
6. Provide coaching and mentoring when appropriate					
7. Look out for the personal welfare of the individual staff members					
8. Cares about the needs of employees rather than his or her own success					
9. Provides support and encouragement to					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
teachers with difficult task					
10. Socializes people to build relationships					
11. Recognizes contributions and accomplishments of teachers					
12. Allows teachers to determine the best way to do a task					
13. Keeps teachers informed about actions affecting them					
14. Encourage teachers to grow professionally and improve their competence to educational leadership and enhance feelings of efficiency.					
15. Helps and guide teachers to discover problems and difficulties.					
16. Capitalizes on human assets by appropriate trainings and development programs especially in new teaching technologies					
Interaction Facilitation					
1. Encourages the teachers to work as a team					
2. Allows teachers to exchange opinions and ideas during conferences/meetings or other related transactions					
3. Open and frank in dealing with teachers and staff					
4. Plans for improved administrative performance in relation to organizational goals.					
5. Puts relevant suggestions by teachers into operation					
6. Friendly and approachable					
7. Assesses the organizations' effectiveness through emphasis on process and output.					
8. Is always fair in his dealing with teachers					
9. Assigns group members to particular tasks					
10. Consults with people on decisions					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
affecting them					
11. Willing to make changes in decisions when circumstances necessitates such changes					
12. Makes sure that his part in the organization is understood					
13. Keeps confidential information to yourself					
14. Makes and communicate decisions promptly					
15. Takes responsibility for decisions without finger pointing					
Goal Emphasis					
1. Encourages teachers to give their best effort					
2. Maintains high standard of performance					
3. Sets an example by working hard himself					
4. Provides the help you need so that you can schedule work ahead of time.					
5. Provides incentive, motivation and support to enable subordinate achieve target effectively.					
6. Allows teachers to feel like initiators of their behavior rather than being manipulated.					
7. Communicates with charisma and effectiveness to groups					
8. Praises teacher for work well done					
9. Delegates work in a way that encourage others to have full ownership					
10. Expresses confidence that a person or group can perform a difficult task					
11. Emphasizes the meeting of deadlines					
12. Schedules the work to be done					
13. Sees to it that teachers are working to capacity					
14. Maintains justifiable standard of performance					
15. Try out new ideas with the teachers					
Work Facilitation					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
1. Establishes closer relations and mutual understanding with MOOE personnel to obtain fast action and disbursements					
2. Leads in establishing and maintaining an effective organization for carrying out the functions for which the institution exist					
3. Observes budgetary rules and regulations in purchasing equipment, construction materials and office supplies.					
4. Satisfies the needs of all members of the institution without violating rules and regulations.					
5. Helps solve common problems with cooperative undertakings with teachers..					
6. Encourages subordinate to take action without waiting for detailed review and approval from him.					
7. Let the teachers know what is expected of them.					
8. States expectation clearly and confirm understanding					
9. Utilizes resources, manpower and materials for the improvement and realization of school programs and projects.					
10. Observes and supervises the teaching of subjects, evaluates teaching procedures and sees to it that they comply with instructional requirements					
11. Knows how to operate a typewriter, mimeographing machine, Xerox copier, computer and other school equipment					
12. Provides guidance on the teachers on how to assess or measure goal accomplishment					
13. Analyzes classroom observation data to improve instruction					
14. Asks the teachers to follow standards rules and regulations					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
15. Implement innovations as a method to improve performance					
16. Sees to it that the work of the staff members are coordinated					
17. Assigns teachers to particular tasks					
18. Determines specific job description for each position in the school system.					
19. Criticizes poor work					
20. Emphasizes the use of objectives and information feedback in managing the decision making process.					

Part III - QUESTIONNAIRE ON HUMAN RELATION SKILLS OF PRINCIPALS

Direction: Read the statements carefully and indicate your Human Relation practices by checking in the appropriate column whether you A (Agree) or DA (Disagree).

Indicators	A	DA
Management		
1. An employee will probably get along faster and better if he has two supervisors than if he has only one.		
2. A good supervisor must be able to perform all the jobs in his department.		
3. Final responsibility for the work of his unit cannot be delegated to anyone else by a supervisor.		
4. The more details a supervisor handles by himself the better executive he is likely to be		
5. A supervisor should accept and carry out any order he receives from an important representative of another department.		
6. Most supervisors fail because they don't have the technical "knowhow" for the job.		
7. A supervisor should be an introvert; otherwise he would spend all day talking with others in the plant and would accomplish very little.		
8. The supervisor is closer to his employees than he is to management.		
9. A supervisor should represent his employees to top		

Indicators	A	DA
management.		
10. Even if he thinks he is wrong, a supervisor should do whatever his boss tells him to do without questioning it.		
11. A supervisor in the large department should never delegate any of his authority to a subordinate, he should delegate only responsibility.		
12. A supervisor doesn't have to be a leader if he has all the technical "knowhow" for the job.		
13. Courses in human relations are of very little value we should be learning more about the technical aspects of our job.		
Learning and Training		
1. If a supervisor knows all about the work to be done, he is therefore qualified to teach others how to do it.		
2. Teaching is complete only when the learner has learned.		
3. A supervisor cannot be expected to train his employees He is too busy running his department.		
4. When correcting the work an employee has been doing wrong, the supervisor should have the other employees observe so that they won't make the same mistake.		
5. A well-trained working force is a result of maintaining a large training department.		
6. In training an employee, the first thing a supervisor should do is show in detail how the job is performed.		
7. A good instruction rule is to emphasize how not to do the job.		
8. The personnel or training department should be responsible to see that training is done in all departments.		
9. An employee of average intelligence should be able to do a job after he is told and shown how it should be done.		
10. A knowledge of learning curves and plateaus is important to a supervisor.		
11. The best way to train a new employee is to have him watch a good employee at the job.		
12. Follow-up to see how an employee is doing isn't necessary if he got started in the right way.		
13. The training needs of a department should be determined by the supervisor in charge.		
Understanding and Motivating Employees		
1. Anyone is able to do almost any job if he tries hard enough.		
2. People are basically the same and should be treated pretty much alike.		
3. We are born with certain aptitudes, capacities, and potentials		

Indicators	A	DA
and these tend to limit the things we can do.		
4. The only kind of recognition that means anything to an employee is more money.		
5. Intelligence consists of what we've learned since we were born.		
6. Most employees are interested in doing work of which they can be proud.		
7. Everyone is either an introvert or an extrovert.		
8. Heredity refers to anything that has happened to us since we were born.		
9. Frustration means that something is blocking the wishes or desires of an individual.		
10. Lack of interest accounts for more loafing on the part of employees than does laziness.		
11. Introverts and extroverts should be put on a job where they work together.		
12. If we know an employee well, we can always tell what he'll do in a given situation.		
13. An employee's ability to do a given piece of work is always a sure sign that he is satisfied and properly placed.		
14. An introvert likes to work with others and is usually the "life of the party".		
15. Employees are faced with frustrating situations almost every day.		
16. The best way to overcome frustrations is to fight vigorously.		
17. The motivating factor among most employees is to be paid at the end of the week (or on scheduled payday) and to be told what to do.		
18. The person with the highest intelligence, best personality and most experience should always be selected for a job.		
19. If an employee is dissatisfied with a job at a low level, he probably will also be dissatisfied with any job at a higher level.		
20. People will work faster and longer if they always have a little more work ahead of them than they can possibly do.		
21. The best way to get the most work from an employee is to make him feel he might lose his job.		
22. A supervisor should never admit his mistake to his employees.		
23. A supervisor who notices that one of his men who gets nervous and confused whenever he is watched should spend considerable time near him until the nervousness disappear.		
24. When reprimanding an employee, it is best to humiliate him in order to make the reprimand stick.		

Indicators	A	DA
25. High wages and job security are the only things that are important to employees.		
26. It's a bad policy for a supervisor to tell an employee, "I don't know the answer to your question, but I'll find out and let you know."		
27. In making a decision, a good supervisor is concerned with his employees' feelings about the decision.		
28. A supervisor would lose respect if he asked his employees for suggestions.		
29. It is important to understand ourselves before we can understand others.		
30. In order to correct a worker who has made a mistake, a good supervisor will begin by pointing out the mistake.		
31. Consideration and friendliness are useless in handling tough workers.		
32. A supervisor will get the most work from his employees if he watches them closely.		
33. If we have an efficient, intelligent, ambitious and likeable employee in our department, we should do everything we can to keep him there.		
34. A supervisor would be wasting his time talking with his employees about their families, interests and outside-the-plant problems.		
35. As long as he get the work done, a supervisor does not have to set a good example by his personal conduct.		
36. It is a good idea to tell an employee in front of other employees that he has done a good job.		
37. Criticizing an employee for his mistakes will bring better results than praising him for his good work.		
38. A supervisor should be willing to listen to almost anything the employees want to tell him.		
39. The supervisor can do little to make his employees happy because company policy controls such things as wages, vacations and bonuses.		
Developing Positive Employee Attitudes		
1. Attitudes are usually based on a careful study of the facts.		
2. The older we are, the more fixed are our attitudes.		
3. A supervisor should not be too concerned about his employees' feelings.		
4. An employee's attitude has little effect on his production.		
5. Grievances and morale problems should be handled by a special		

Indicators	A	DA
department set up for the purpose, rather than by departmental supervisors.		
6. An employer has a right to expect that his employees will leave their problems at home.		
7. The best thing a supervisor can do if he has a trouble maker in his department is to recommend a dismissal for the employee.		
8. Most employees have a bad attitude toward the company because they feel they don't get paid enough.		
9. Employees who have bad attitudes should be encouraged to quit.		
10. It pays for the supervisor to spend a lot of time with a new employee to be sure he is well trained on his first job.		
Problem Solving Techniques		
1. A supervisor should be able to solve his own problems without getting all the detailed facts.		
2. A group of people can usually find a better solution to a problem than one individual can.		
3. A knowledge of the personalities involved helps in solving a problem.		
4. If we have problems bothering us, we should keep these to ourselves and solve them the best way we can.		
5. Before deciding on the solution to a problem, a list of possible solutions should be made and compared.		

PART IV - PERSONALITY TEST FOR PRINCIPAL

Direction: Please rate yourself by checking the appropriate column which corresponds to your answer. Use the scale value as indicated: 1 (disagree), 2 (slightly disagree), 3 (neutral), 4 (slightly agree) and 5 (agree).

T e s t	R a t i n g				
	1	2	3	4	5
1. I am the life of the party.					
2. I feel little concern for others.					
3. I am always prepared.					
4. I get stressed out easily.					
5. I have a rich vocabulary.					
6. I don't talk a lot.					
7. I am interested in people.					
8. I leave my belongings around.					
9. I am relaxed most of the time.					
10. I have difficulty understanding abstract					

T e s t	R a t i n g				
	1	2	3	4	5
ideas.					
11. I feel comfortable around people.					
12. I insult people.					
13. I pay attention to details.					
14. I worry about things.					
15. I have a vivid imagination.					
16. I keep in the background.					
17. I sympathize with others' feelings.					
18. I make a mess of things.					
19. I seldom feel blue.					
20. I am not interested in abstract ideas.					
21. I start conversations.					
22. I am not interested in other people's problems.					
23. I get chores done right away.					
24. I am easily disturbed.					
25. I have excellent ideas.					
26. I have little to say.					
27. I have a soft heart.					
28. I often forget to put things back in their proper place.					
29. I get upset easily.					
30. I do not have a good imagination.					
31. I talk to a lot of different people at parties.					
32. I am not really interested in others.					
33. I like order.					
34. I change my mood a lot.					
35. I am quick to understand things.					
36. I don't like to draw attention to myself.					
37. I take time out for others.					
38. I shirk my duties.					
39. I have frequent mood swings.					
40. I use difficult words.					
41. I don't mind being the center of attention.					
42. I feel others' emotions.					
43. I follow a schedule.					
44. I get irritated easily.					
45. I spend time reflecting on things.					
46. I am quiet around strangers.					
47. I make people feel at ease.					

T e s t	R a t i n g				
	1	2	3	4	5
48. I am exacting in my work					
49. I often feel blue.					
50. I am full of ideas.					

PART V - EMOTIONAL QUOTIENT SELF-SCORE QUESTIONNAIRE FOR PRINCIPAL

Direction: Please rate yourself by checking the appropriate column with regards to certain observable behaviors using the scale value as indicated: 5 (very good), 4 (good), 3 (acceptable/ok), 2 (could be better/inconsistent) and 1 (not very good/often neglect this).

Self Awareness	Rating				
	5	4	3	2	1
1. Acting confidently when I have some relevant expertise or experience.					
2. Taking decisions without approval or support.					
3. Evaluating when I am close to the limit of my capabilities.					
4. Sharing with others when I am uneasy about taking on task.					
5. Managing how much pressure I put myself under.					
6. Identifying when I am starting to feel under pressure.					
7. Being open about the emotional impact events may have had on me.					
8. Recognizing when my feelings may be impacting on my judgment.					
9. Anticipating accurately my reaction to events.					
10. Admitting when my behavior may have been unreasonable.					
Self Management					
1. Maintaining a calm appearance when my situation becomes uncomfortable					
2. Making my actions match my words					
3. Controlling any potentially emotional outbursts					
4. Staying openly committed on tasks I do not consider worthwhile					
5. Holding back from expressing criticism of others					
6. Adjusting rapidly when the situation changes					
7. Tackling obstacles and problems rather than simply					

Self Awareness	Rating				
	5	4	3	2	1
complaining about them					
8. Initiating action on tasks without needing to be asked					
9. Taking advantage of new opportunities in the workplace					
10. Considering all criticism non-defensively					
Social Awareness					
1. Sensing when others are feeling down or upset					
2. Addressing the needs and concerns of others					
3. Alerting others when the harmony within the group is under strain					
4. Taking account of others' agendas and priorities when making presentations					
5. Being sensitive to the political undertones in the organization					
6. Spotting where personality clashes may impact on work performance					
7. Identifying where alliances could be built with other areas					
8. Appreciating the pressures under which others are operating					
9. Anticipating customer needs					
10. Generating ideas that others find attractive					
Social Skills					
1. Taking the lead whenever there is an opportunity to do so.					
2. Working through informal networks to get things done.					
3. Influencing the thinking of others.					
4. Presenting ideas in a way that engages others and inspires them to achieve more.					
5. Providing feedback which others act on.					
6. Supporting others in their learning and development.					
7. Communicating clearly and effectively.					
8. Listening attentively.					
9. Cooperating fully with others to achieve goals.					
10. Handling disagreements and confrontations positively.					

THANK YOU!

Appendix H

Survey Questionnaire
(For District Supervisor Only)

Name (optional): _____

District: _____

Please feel free to respond to the different items below. Your response will be used for authenticating the leadership behavior and human relation practices of your principals. All answers will be held strictly confidential.

PART I – QUESTIONNAIRE ON LEADERSHIP BEHAVIOR

Direction: Think about how frequently your principals engage in the behavior described by each item. Check the number following the item for your answer. Use the legend below:

<u>Code</u>	<u>Interpretation</u>
5	Always Practiced (AP)
4	Often Practiced (OP)
3	Sometimes Practiced (SP)
2	Rarely Practiced (RP)
1	Never Practiced (NP)

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
Leader Support					
1. Evaluates fairly the accomplishments of teachers					
2. Implements a program for development for personnel welfare.					
3. Find time to listen to the personal/professional concern of teachers					
4. Make the teacher feel at home when talking with them					
5. Speaks as representative of teachers					
6. Provide coaching and mentoring when					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
appropriate					
7. Look out for the personal welfare of the individual staff members					
8. Cares about the needs of employees rather than his or her own success					
9. Provides support and encouragement to teachers with difficult task					
10. Socializes people to build relationships					
11. Recognizes contributions and accomplishments of teachers					
12. Allows teachers to determine the best way to do a task					
13. Keeps teachers informed about actions affecting them					
14. Encourage teachers to grow professionally and improve their competence to educational leadership and enhance feelings of efficiency.					
15. Helps and guide teachers to discover problems and difficulties.					
16. Capitalizes on human assets by appropriate trainings and development programs especially in new teaching technologies					
Interaction Facilitation					
1. Encourages the teachers to work as a team					
2. Allows teachers to exchange opinions and ideas during conferences/meetings or other related transactions					
3. Open and frank in dealing with teachers and staff					
4. Plans for improved administrative performance in relation to organizational goals.					
5. Puts relevant suggestions by teachers into operation					
6. Friendly and approachable					
7. Assesses the organizations' effectiveness					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
through emphasis on process and output.					
8. Is always fair in his dealing with teachers					
9. Assigns group members to particular tasks					
10. Consults with people on decisions affecting them					
11. Willing to make changes in decisions when circumstances necessitates such changes					
12. Makes sure that his part in the organization is understood					
13. Keeps confidential information to yourself					
14. Makes and communicate decisions promptly					
15. Takes responsibility for decisions without finger pointing					
Goal Emphasis					
1. Encourages teachers to give their best effort					
2. Maintains high standard of performance					
3. Sets an example by working hard himself					
4. Provides the help you need so that you can schedule work ahead of time.					
5. Provides incentive, motivation and support to enable subordinate achieve target effectively.					
6. Allows teachers to feel like initiators of their behavior rather than being manipulated.					
7. Communicates with charisma and effectiveness to groups					
8. Praises teacher for work well done					
9. Delegates work in a way that encourage others to have full ownership					
10. Expresses confidence that a person or group can perform a difficult task					
11. Emphasizes the meeting of deadlines					
12. Schedules the work to be done					
13. Sees to it that teachers are working to					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
capacity					
14. Maintains justifiable standard of performance					
15. Try out new ideas with the teachers					
Work Facilitation					
1. Establishes closer relations and mutual understanding with MOOE personnel to obtain fast action and disbursements					
2. Leads in establishing and maintaining an effective organization for carrying out the functions for which the institution exist					
3. Observes budgetary rules and regulations in purchasing equipment, construction materials and office supplies.					
4. Satisfies the needs of all members of the institution without violating rules and regulations.					
5. Helps solve common problems with cooperative undertakings with teachers..					
6. Encourages subordinate to take action without waiting for detailed review and approval from him.					
7. Let the teachers know what is expected of them.					
8. States expectation clearly and confirm understanding					
9. Utilizes resources, manpower and materials for the improvement and realization of school programs and projects.					
10. Observes and supervises the teaching of subjects, evaluates teaching procedures and sees to it that they comply with instructional requirements					
11. Knows how to operate a typewriter, mimeographing machine, Xerox copier, computer and other school equipment					
12. Provides guidance on the teachers on how to assess or measure goal					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
accomplishment					
13. Analyzes classroom observation data to improve instruction					
14. Asks the teachers to follow standards rules and regulations					
15. Implement innovations as a method to improve performance					
16. Sees to it that the work of the staff members are coordinated					
17. Assigns teachers to particular tasks					
18. Determines specific job description for each position in the school system.					
19. Criticizes poor work					
20. Emphasizes the use of objectives and information feedback in managing the decision making process.					

Part II - QUESTIONNAIRE ON HUMAN RELATION SKILLS OF PRINCIPALS

Direction: Read the statements carefully and indicate the Human Relation practices of your principals by checking in the appropriate column whether you A (Agree) or DA (Disagree).

Indicators	A	DA
Management		
1. An employee will probably get along faster and better if he has two supervisors than if he has only one.		
2. A good supervisor must be able to perform all the jobs in his department.		
3. Final responsibility for the work of his unit cannot be delegated to anyone else by a supervisor.		
4. The more details a supervisor handles by himself the better executive he is likely to be		
5. A supervisor should accept and carry out any order he receives from an important representative of another department.		
6. Most supervisors fail because they don't have the technical		

Indicators	A	DA
"knowhow" for the job.		
7. A supervisor should be an introvert; otherwise he would spend all day talking with others in the plant and would accomplish very little.		
8. The supervisor is closer to his employees than he is to management.		
9. A supervisor should represent his employees to top management.		
10. Even if he thinks he is wrong, a supervisor should do whatever his boss tells him to do without questioning it.		
11. A supervisor in the large department should never delegate any of his authority to a subordinate, he should delegate only responsibility.		
12. A supervisor doesn't have to be a leader if he has all the technical "knowhow" for the job.		
13. Courses in human relations are of very little value we should be learning more about the technical aspects of our job.		
Learning and Training		
1. If a supervisor knows all about the work to be done, he is therefore qualified to teach others how to do it.		
2. Teaching is complete only when the learner has learned.		
3. A supervisor cannot be expected to train his employees He is too busy running his department.		
4. When correcting the work an employee has been doing wrong, the supervisor should have the other employees observe so that they won't make the same mistake.		
5. A well-trained working force is a result of maintaining a large training department.		
6. In training an employee, the first thing a supervisor should do is show in detail how the job is performed.		
7. A good instruction rule is to emphasize how not to do the job.		
8. The personnel or training department should be responsible to see that training is done in all departments.		
9. An employee of average intelligence should be able to do a job after he is told and shown how it should be done.		
10. A knowledge of learning curves and plateaus is important to a supervisor.		
11. The best way to train a new employee is to have him watch a good employee at the job.		
12. Follow-up to see how an employee is doing isn't necessary if he		

Indicators	A	DA
got started in the right way.		
13. The training needs of a department should be determined by the supervisor in charge.		
Understanding and Motivating Employees		
1. Anyone is able to do almost any job if he tries hard enough.		
2. People are basically the same and should be treated pretty much alike.		
3. We are born with certain aptitudes, capacities, and potentials and these tend to limit the things we can do.		
4. The only kind of recognition that means anything to an employee is more money.		
5. Intelligence consists of what we've learned since we were born.		
6. Most employees are interested in doing work of which they can be proud.		
7. Everyone is either an introvert or an extrovert.		
8. Heredity refers to anything that has happened to us since we were born.		
9. Frustration means that something is blocking the wishes or desires of an individual.		
10. Lack of interest accounts for more loafing on the part of employees than does laziness.		
11. Introverts and extroverts should be put on a job where they work together.		
12. If we know an employee well, we can always tell what he'll do in a given situation.		
13. An employee's ability to do a given piece of work is always a sure sign that he is satisfied and properly placed.		
14. An introvert likes to work with others and is usually the "life of the party".		
15. Employees are faced with frustrating situations almost every day.		
16. The best way to overcome frustrations is to fight vigorously.		
17. The motivating factor among most employees is to be paid at the end of the week (or on scheduled payday) and to be told what to do.		
18. The person with the highest intelligence, best personality and most experience should always be selected for a job.		
19. If an employee is dissatisfied with a job at a low level, he probably will also be dissatisfied with any job at a higher level.		
20. People will work faster and longer if they always have a little		

Indicators	A	DA
more work ahead of them than they can possibly do.		
21. The best way to get the most work from an employee is to make him feel he might lose his job.		
22. A supervisor should never admit his mistake to his employees.		
23. A supervisor who notices that one of his men who gets nervous and confused whenever he is watched should spend considerable time near him until the nervousness disappear.		
24. When reprimanding an employee, it is best to humiliate him in order to make the reprimand stick.		
25. High wages and job security are the only things that are important to employees.		
26. It's a bad policy for a supervisor to tell an employee, "I don't know the answer to your question, but I'll find out and let you know."		
27. In making a decision, a good supervisor is concerned with his employees' feelings about the decision.		
28. A supervisor would lose respect if he asked his employees for suggestions.		
29. It is important to understand ourselves before we can understand others.		
30. In order to correct a worker who has made a mistake, a good supervisor will begin by pointing out the mistake.		
31. Consideration and friendliness are useless in handling tough workers.		
32. A supervisor will get the most work from his employees if he watches them closely.		
33. If we have an efficient, intelligent, ambitious and likeable employee in our department, we should do everything we can to keep him there.		
34. A supervisor would be wasting his time talking with his employees about their families, interests and outside-the-plant problems.		
35. As long as he gets the work done, a supervisor does not have to set a good example by his personal conduct.		
36. It is a good idea to tell an employee in front of other employees that he has done a good job.		
37. Criticizing an employee for his mistakes will bring better results than praising him for his good work.		
38. A supervisor should be willing to listen to almost anything the employees want to tell him.		
39. The supervisor can do little to make his employees happy		

Indicators	A	DA
because company policy controls such things as wages, vacations and bonuses.		
Developing Positive Employee Attitudes		
1. Attitudes are usually based on a careful study of the facts.		
2. The older we are, the more fixed are our attitudes.		
3. A supervisor should not be too concerned about his employees' feelings.		
4. An employee's attitude has little effect on his production.		
5. Grievances and morale problems should be handled by a special department set up for the purpose, rather than by departmental supervisors.		
6. An employer has a right to expect that his employees will leave their problems at home.		
7. The best thing a supervisor can do if he has a trouble maker in his department is to recommend a dismissal for the employee.		
8. Most employees have a bad attitude toward the company because they feel they don't get paid enough.		
9. Employees who have bad attitudes should be encouraged to quit.		
10. It pays for the supervisor to spend a lot of time with a new employee to be sure he is well trained on his first job.		
Problem Solving Techniques		
1. A supervisor should be able to solve his own problems without getting all the detailed facts.		
2. A group of people can usually find a better solution to a problem than one individual can.		
3. A knowledge of the personalities involved helps in solving a problem.		
4. If we have problems bothering us, we should keep these to ourselves and solve them the best way we can.		
5. Before deciding on the solution to a problem, a list of possible solutions should be made and compared.		

THANK YOU!

Appendix I
Survey Questionnaire
(For Teacher Only)

Name (optional): _____

School: _____

Please feel free to respond to the different items below. Your response will be used for authenticating the leadership behavior and human relation practices of your immediate principal. All answers will be held strictly confidential.

PART I - QUESTIONNAIRE ON LEADERSHIP BEHAVIOR

Direction: Think about how frequently your immediate principal engages in the behavior described by each item. Check the number following the item for your answer. Use the legend below:

<u>Code</u>	<u>Interpretation</u>
5	Always Practiced (AP)
4	Often Practiced (OP)
3	Sometimes Practiced (SP)
2	Rarely Practiced (RP)
1	Never Practiced (NP)

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
Leader Support					
1. Evaluates fairly the accomplishments of teachers					
2. Implements a program for development for personnel welfare.					
3. Find time to listen to the personal/professional concern of teachers					
4. Make the teacher feel at home when talking with them					
5. Speaks as representative of teachers					
6. Provide coaching and mentoring when					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
appropriate					
7. Look out for the personal welfare of the individual staff members					
8. Cares about the needs of employees rather than his or her own success					
9. Provides support and encouragement to teachers with difficult task					
10. Socializes people to build relationships					
11. Recognizes contributions and accomplishments of teachers					
12. Allows teachers to determine the best way to do a task					
13. Keeps teachers informed about actions affecting them					
14. Encourage teachers to grow professionally and improve their competence to educational leadership and enhance feelings of efficiency.					
15. Helps and guide teachers to discover problems and difficulties.					
16. Capitalizes on human assets by appropriate trainings and development programs especially in new teaching technologies					
Interaction Facilitation					
1. Encourages the teachers to work as a team					
2. Allows teachers to exchange opinions and ideas during conferences/meetings or other related transactions					
3. Open and frank in dealing with teachers and staff					
4. Plans for improved administrative performance in relation to organizational goals.					
5. Puts relevant suggestions by teachers into operation					
6. Friendly and approachable					
7. Assesses the organizations' effectiveness					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
through emphasis on process and output.					
8. Is always fair in his dealing with teachers					
9. Assigns group members to particular tasks					
10. Consults with people on decisions affecting them					
11. Willing to make changes in decisions when circumstances necessitates such changes					
12. Makes sure that his part in the organization is understood					
13. Keeps confidential information to yourself					
14. Makes and communicate decisions promptly					
15. Takes responsibility for decisions without finger pointing					
Goal Emphasis					
1. Encourages teachers to give their best effort					
2. Maintains high standard of performance					
3. Sets an example by working hard himself					
4. Provides the help you need so that you can schedule work ahead of time.					
5. Provides incentive, motivation and support to enable subordinate achieve target effectively.					
6. Allows teachers to feel like initiators of their behavior rather than being manipulated.					
7. Communicates with charisma and effectiveness to groups					
8. Praises teacher for work well done					
9. Delegates work in a way that encourage others to have full ownership					
10. Expresses confidence that a person or group can perform a difficult task					
11. Emphasizes the meeting of deadlines					
12. Schedules the work to be done					
13. Sees to it that teachers are working to					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
capacity					
14. Maintains justifiable standard of performance					
15. Try out new ideas with the teachers					
Work Facilitation					
1. Establishes closer relations and mutual understanding with MOOE personnel to obtain fast action and disbursements					
2. Leads in establishing and maintaining an effective organization for carrying out the functions for which the institution exist					
3. Observes budgetary rules and regulations in purchasing equipment, construction materials and office supplies.					
4. Satisfies the needs of all members of the institution without violating rules and regulations.					
5. Helps solve common problems with cooperative undertakings with teachers..					
6. Encourages subordinate to take action without waiting for detailed review and approval from him.					
7. Let the teachers know what is expected of them.					
8. States expectation clearly and confirm understanding					
9. Utilizes resources, manpower and materials for the improvement and realization of school programs and projects.					
10. Observes and supervises the teaching of subjects, evaluates teaching procedures and sees to it that they comply with instructional requirements					
11. Knows how to operate a typewriter, mimeographing machine, Xerox copier, computer and other school equipment					
12. Provides guidance on the teachers on how to assess or measure goal					

Indicators	(AP) 5	(OP) 4	(SP) 3	(RP) 2	(NP) 1
accomplishment					
13. Analyzes classroom observation data to improve instruction					
14. Asks the teachers to follow standards rules and regulations					
15. Implement innovations as a method to improve performance					
16. Sees to it that the work of the staff members are coordinated					
17. Assigns teachers to particular tasks					
18. Determines specific job description for each position in the school system.					
19. Criticizes poor work					
20. Emphasizes the use of objectives and information feedback in managing the decision making process.					

Part II - QUESTIONNAIRE ON HUMAN RELATION SKILLS OF PRINCIPALS

Direction: Read the statements carefully and indicate the Human Relation practices of your immediate principal by checking in the appropriate column whether you A (Agree) or DA (Disagree).

Indicators	A	DA
Management		
1. An employee will probably get along faster and better if he has two supervisors than if he has only one.		
2. A good supervisor must be able to perform all the jobs in his department.		
3. Final responsibility for the work of his unit cannot be delegated to anyone else by a supervisor.		
4. The more details a supervisor handles by himself the better executive he is likely to be		
5. A supervisor should accept and carry out any order he receives from an important representative of another department.		
6. Most supervisors fail because they don't have the technical "knowhow" for the job.		
7. A supervisor should be an introvert; otherwise he would spend		

Indicators	A	DA
all day talking with others in the plant and would accomplish very little.		
8. The supervisor is closer to his employees than he is to management.		
9. A supervisor should represent his employees to top management.		
10. Even if he thinks he is wrong, a supervisor should do whatever his boss tells him to do without questioning it.		
11. A supervisor in the large department should never delegate any of his authority to a subordinate, he should delegate only responsibility.		
12. A supervisor doesn't have to be a leader if he has all the technical "knowhow" for the job.		
13. Courses in human relations are of very little value we should be learning more about the technical aspects of our job.		
Learning and Training		
1. If a supervisor knows all about the work to be done, he is therefore qualified to teach others how to do it.		
2. Teaching is complete only when the learner has learned.		
3. A supervisor cannot be expected to train his employees He is too busy running his department.		
4. When correcting the work an employee has been doing wrong, the supervisor should have the other employees observe so that they won't make the same mistake.		
5. A well-trained working force is a result of maintaining a large training department.		
6. In training an employee, the first thing a supervisor should do is show in detail how the job is performed.		
7. A good instruction rule is to emphasize how not to do the job.		
8. The personnel or training department should be responsible to see that training is done in all departments.		
9. An employee of average intelligence should be able to do a job after he is told and shown how it should be done.		
10. A knowledge of learning curves and plateaus is important to a supervisor.		
11. The best way to train a new employee is to have him watch a good employee at the job.		
12. Follow-up to see how an employee is doing isn't necessary if he got started in the right way.		
13. The training needs of a department should be determined by the		

Indicators	A	DA
supervisor in charge.		
Understanding and Motivating Employees		
1. Anyone is able to do almost any job if he tries hard enough.		
2. People are basically the same and should be treated pretty much alike.		
3. We are born with certain aptitudes, capacities, and potentials and these tend to limit the things we can do.		
4. The only kind of recognition that means anything to an employee is more money.		
5. Intelligence consists of what we've learned since we were born.		
6. Most employees are interested in doing work of which they can be proud.		
7. Everyone is either an introvert or an extrovert.		
8. Heredity refers to anything that has happened to us since we were born.		
9. Frustration means that something is blocking the wishes or desires of an individual.		
10. Lack of interest accounts for more loafing on the part of employees than does laziness.		
11. Introverts and extroverts should be put on a job where they work together.		
12. If we know an employee well, we can always tell what he'll do in a given situation.		
13. An employee's ability to do a given piece of work is always a sure sign that he is satisfied and properly placed.		
14. An introvert likes to work with others and is usually the "life of the party".		
15. Employees are faced with frustrating situations almost every day.		
16. The best way to overcome frustrations is to fight vigorously.		
17. The motivating factor among most employees is to be paid at the end of the week (or on scheduled payday) and to be told what to do.		
18. The person with the highest intelligence, best personality and most experience should always be selected for a job.		
19. If an employee is dissatisfied with a job at a low level, he probably will also be dissatisfied with any job at a higher level.		
20. People will work faster and longer if they always have a little more work ahead of them than they can possibly do.		
21. The best way to get the most work from an employee is to make him feel he might lose his job.		

Indicators	A	DA
22. A supervisor should never admit his mistake to his employees.		
23. A supervisor who notices that one of his men who gets nervous and confused whenever he is watched should spend considerable time near him until the nervousness disappear.		
24. When reprimanding an employee, it is best to humiliate him in order to make the reprimand stick.		
25. High wages and job security are the only things that are important to employees.		
26. It's a bad policy for a supervisor to tell an employee, "I don't know the answer to your question, but I'll find out and let you know."		
27. In making a decision, a good supervisor is concerned with his employees' feelings about the decision.		
28. A supervisor would lose respect if he asked his employees for suggestions.		
29. It is important to understand ourselves before we can understand others.		
30. In order to correct a worker who has made a mistake, a good supervisor will begin by pointing out the mistake.		
31. Consideration and friendliness are useless in handling tough workers.		
32. A supervisor will get the most work from his employees if he watches them closely.		
33. If we have an efficient, intelligent, ambitious and likeable employee in our department, we should do everything we can to keep him there.		
34. A supervisor would be wasting his time talking with his employees about their families, interests and outside-the-plant problems.		
35. As long as he gets the work done, a supervisor does not have to set a good example by his personal conduct.		
36. It is a good idea to tell an employee in front of other employees that he has done a good job.		
37. Criticizing an employee for his mistakes will bring better results than praising him for his good work.		
38. A supervisor should be willing to listen to almost anything the employees want to tell him.		
39. The supervisor can do little to make his employees happy because company policy controls such things as wages, vacations and bonuses.		
Developing Positive Employee Attitudes		

Indicators	A	DA
1. Attitudes are usually based on a careful study of the facts.		
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THANK YOU!

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