PERSONALITY TRAITS, LEADERSHIP BEHAVIOR AND SKILLS OF

ELEMENTARY SCHOOL PRINCIPALS: BASIS FOR A

PROPOSED RE-TRAINING PROGRAM

A Dissertation

Presented to the Faculty of the College of Graduate Studies

Samar State University

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In Partial Fulfillment

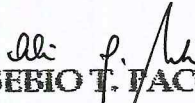of the Requirements for the Degree of

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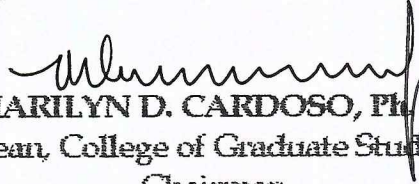

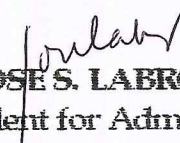**EVANGELINE L. PIMENTEL**

February , 2005

APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Doctor of Philosophy major in Educational Management this dissertation entitled "PERSONALITY TRAITS, LEADERSHIP BEHAVIOR AND SKILLS OF ELEMENTARY SCHOOL PRINCIPALS: BASIS FOR A PROPOSED RE-TRAINING PROGRAM" has been prepared and submitted by EVANGELINE L. PIMENTEL, who having passed the comprehensive examination, is hereby recommended for oral examination.

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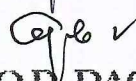Vice President for Academic Affairs
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Dedication

This masterpiece is a symbol of love

and inspiration ultimately dedicated to:

My very supportive husband, Rey;

my loving children,

Bengbeng, Tina, and Reynalyn;

my parents, brothers and

sisters; and to my friends.

Gelyn

ABSTRACT

This study assessed the extent of manifestation of the personality traits, leadership behavior and skills of public elementary school principals in the Division of Samar so as to provide input as the basis for a Proposed Retraining program. This study employed the descriptive-developmental method of research. Data to test the hypotheses were obtained from the questionnaires distributed to 50 public elementary school principals, 24 district supervisors and 352 teachers to a total of 426 respondents in 32 districts in the Division of Samar. The procedure employed in the collection of data involved the accomplishment of the profile of the public elementary school principals, the measurement of 16 Personality Factor test of the public elementary school principals. The leadership behavior measured were consideration and initiating structure. While the leadership skills measured were the following: human relations, technical and conceptual skills. In the light of the findings and conclusions of the study, the researcher recommends the following: (1) the public elementary school principals must be provided with information on the personality traits, leadership behavior along consideration and initiating structure and leadership skills in terms of human relations, technical and conceptual skills to improve their leadership skills, (2) the public elementary school principals should undergo a training program with emphasis on personality traits and leadership skills to enhance their management and leadership skill to help improve school performance, (3) public elementary school principals should be encouraged through incentives

to grow professionally by pursuing doctoral studies, (4) a study on determining the effectiveness of the training program prepared in this study may be conducted, (5) a similar study may be conducted in other divisions or regions using the same instrument to assess the personality traits leadership behavior and leadership skills of principals/administrators, (6) another study of this may be conducted to correlate the demographic profile, socio-economic status personality traits, leadership behavior and leadership skills with the addition of other related variables in order to know other factors that would make successful and effective educational managers, and (7) the re-training program proposed be tried and implemented with the end view of improving the personality traits, leadership skills and behavior of public elementary school principals/administrators such that the magnitude of their performance is strongly felt and vividly seen in school performance.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The realities and complexities of the present society are mounting evidences that time is rapidly changing. This rapid change have placed upon our educational system an increased pressure for creating a more competent and effective school managers.

Education just like any other enterprise needs change so that it can reap profits for the investors and the educational community. It has to be ran properly if it is to pay dividends in terms of the quality service and outputs, new ways and means must be sought to increase the possibility of quality education.

The general findings of the Educational Commission portray that the quality of education is declining continuously. Elementary and high schools are failing. To reach the competence, the average citizen needs to become responsible, productive and self-fulfilling. One of the causes of this decline is that our educational establishments are poorly managed (Arcelo 1996:11).

The school system is an organization where the administrators have to keep the momentum to maintain the balance between the organizational goals and of his own, neither of which has to be impaired. Educational institutions in the country today are greatly in need of school managers who possess excellent leadership. Gammon (1987:220) emphasized that the school needs effective leaders who will work for the welfare and improvement of the entire system. Without effective leadership, it would be difficult for an organization to function as it is the key factor in life and success.

The task of the administrator is different from other school personnel as it requires the highest degree of responsibility. The nature of his job ranges from the simplest to the most complicated one. The school administrator has the responsibility for determining the direction of the organization to move towards its goals. Through the administrators actions, people in the organization are instructed to contribute their best effort and ability to the overall attainment of the organizational goals.

For this reason, the success of every organization mostly depends on its human resources. The attainment of

its goals and objectives heavily relies on the people's capability and competence in performing their respective tasks. A social program and management standards do not guarantee to a successful mission or achievement of the administrator if he lacks the necessary capabilities and competencies and even sound personality traits in doing his functions.

An effective school management does not happen by chance. It is the result of harmonious working combination of a person's internal and external make-up in which these factors determine and affect their leadership styles. Educational leaders can be efficient and effective in the management of an educational institution if they possess the positive leadership capabilities and sound personality attributes. Lardizabal (1988:48) emphasized that effective educational leaders must have the ability to develop good interpersonal relation with others and can engage in difficult situation and problems - taking problems which call for considerable emotional control.

The personality traits greatly affect the interpersonal relationship and performance of a school leader. It is indeed of prime importance that they

nurture within themselves particular personal attributes that could help others achieve their educational goals and objectives. Stogdill (1974:73) stressed that studies showed that both personal traits and the nature of the situation are important for understanding why a leader succeeds.

Man's personality trait is likewise influenced by the organizational culture and the values of the society where he lives. Values actually guide man's behavior and action as he relates himself in most situations in life. Andres (1980:34) affirmed that the most appropriate value surface when persons use their intelligence freely and reflectively to define their values and relationship with each other and with an ever-changing world.

Therefore, as the world changes, as man changes, and as man strives to change his world, he has many decisions to make and he should be learning how to make these decisions. In the educational system, the administrator is not only concerned on his relationship with his teachers or subordinates, he has also to look after the pupils and to relate to the community as a whole. The principal as school administrator should learn how to value or should give emphasis on the value system of all

members of his/her organization. Nigro and Nigro (1989:38) had likewise reiterated that before any management system should be implemented, each and every implementor of the system must see to it that his values are clarified and harmonized with the goals-values.

In this regard, the roles of society - the Filipino society, which the government in general and Department of Education in particular prescribe, for development to a certain extent, stem from cultural values ... for these values actually guide man's behavior and action as he relates himself in most situations in life. According to Rokeach (1988:48) values are the expressions of ultimate ends, goals on person's social action. These are society's moral imperatives that deal with what are desirable and important to the members of the society. Values are indeed the criterion by which norm of conduct an administrator is judged.

When an administrator is effective, the institution is transformed. Work becomes exciting and fun. Administrators lead by examples and the behavior they hold are seen in their actions. The behavior are lived by teachers in the ordinary day to day interactions with the followers. The behavior of the public elementary

school principals affect the decisions they make in carrying out the programs for which they are responsible Martinez (1993:138).

The aforementioned personality traits, leadership behavior and leadership skills when developed within themselves by educational leaders will have a positive consequence on the improvement of the proficiency level that pupils would achieve. It was disclosed that the present goal in elementary level is 75 percent proficiency. However, results in National and Regional tests showed that generally, educational institutions have not yet reached that targetted proficiency level.

Results of the previous National Elementary Achievement Test (NEAT) revealed that of 131 competencies and skills, less than one-third were learned by the pupils (Espiritu, 2000:134).

As portrayed in the Regional Elementary Test administered to sampled Grades II, III and V pupils results by subject area stated that English had an MPS of 64.94, Filipino with 57.37 MPS, EPP with 63.31 MPS; HEKASI with 55.69 MPS, Science with 54.13 MPS; Mathematics with 52.15 MPS and MSEP with 44.71 MPS and the overall MPS was 56.74 (DepEd. Regional Memo No. 2 s.

2003). From the preceding accounts and data, it can be said that the public elementary school principals and other educational leaders of the division of Samar must take the necessary educational moves to uplift the National and Regional achievement test performance in the future thereby realizing educational goals for a better quality of education.

Moreover, results of the 2004 high school readiness test revealed that only 0.64 percent scored 75 percent or better. That is, approximately 8,000 students out of 1.2 million examinees.

Public elementary school principals have been consistently described as key factors in school effectiveness, that a good school cannot exist without a good principal. Fulmer (1976:50-51) stated that personality traits are probably one of the most accurate indicators that make a good principal. This is true because personality is such a broad term, it includes almost every aspect of the principal's physical, mental and social make up. It cannot be denied that a principal's personality is a key to success.

By looking once more at the aforementioned statistics of the academic performance of the pupils,

quality education is still an end to achieve as evidenced by the failure in achieving the 75% mastery level required by the DepEd.

Recognizing the importance of the principal's role in the educative process, this study is conceived to determine the personality traits, leadership behavior and leadership skills of the public elementary school principals with the end in view of coming up with a re-training program.

Statement of the Problem

This study assessed the extent of manifestation of the personality traits, leadership behavior and skills of public elementary school principals in the Division of Samar so as to provide input as basis for a Proposed Re-training Program. Specifically, this study sought answers to the following questions.

1. What is the profile of the public elementary school principals as to:

      1.1 age;

      1.2 sex;

      1.3 civil status;

      1.4 educational qualifications;

      1.5 number of years in present position;

1.6   performance rating; and

1.7   relevant trainings attended?

2. What are the personality traits of the public elementary school principals based on a standardized personality test?

3.   Is there a significant relationship between the personality traits of the principal respondents and their profile as follows:

3.1   age;

3.2   sex;

3.3   civil status;

3.4   educational qualification;

3.5   number of years in present position;

3.6   performance rating?

4. To what extent do the principals manifest leadership behavior under the following structures as perceived by the principals themselves, teachers and district supervisors:

4.1   consideration; and

4.2   initiating?

5. Are there significant differences among the perceptions of the three groups of respondents as to the

leadership behavior manifested by the principals under the two aforementioned structures?

    5.1 consideration; and

    5.2 initiating.

6. To what extent do the principals practice the following leadership skills as perceived by the three groups of respondents:

    6.1 human relation skills;

    6.2 technical skills; and

    6.3 conceptual skills?

7. Are there significant differences among the perceptions of the three groups of respondents on the extent to which the leadership skills are practiced by the public elementary school principals?

8. Is there a significant relationship between the profile of the principals and the following:

    8.1 leadership behavior; and

    8.2 leadership skills?

9. Is there a significant relationship between the following variables:

    9.1 personality traits and leadership behavior;

    9.2 personality traits and leadership skills; and

9.3   leadership behavior and leadership skills?

10. What retraining program 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 relationship between the personality traits of the principal-respondents and their profile as to:

> 1.1   age;
>
> 1.2   sex;
>
> 1.3   civil status;
>
> 1.4   educational qualification;
>
> 1.5   number of years in present position;
>
> 1.6   performance rating; and
>
> 1.7   relevant trainings attended.

2. There are no significant differences among the perceptions of the principal, teachers and district supervisors on the extent of manifestation of the leadership behavior of public elementary school principals as to:

> 2.1   consideration; and
>
> 2.2   initiating structure.

3. There are no significant differences among the perceptions of the three groups of respondents in relation to the leadership behavior manifested by the principals as to:

    3.1 consideration; and

    3.2 initiating structure.

4 There are no significant differences among the perceptions of the three groups of respondents on the extent of manifestation of the leadership skills of public elementary school principals along;

    4.1 human relation skills;

    4.2 technical skills; and

    4.3 conceptual skills.

5. There is no significant relationship between the profile of the principals and the following:

    5.1 leadership behavior; and

    5.2 leadership skills.

6. There is no significant relationship between the following variables:

    6.1 personality traits and leadership behavior

    6.2 personality traits and leadership skills; and

    6.3 leadership behavior and leadership skills.

Theoretical Framework

This study is anchored on All Part Trait Theory cited by Fieldman (1996: 474-475). This theory suggests that there are three basic categories of traits: cardinal, central and secondary. A cardinal is a single personality trait that direct most of a person's activities. For instance, a totally selfless woman might direct all her energies toward humanitarian activities; and an intensely power-hungry person might be driven by an all-consuming need for control. Other example of this trait are greed, lust and kindness. Most people, however do not develop all encompassing cardinal traits. Instead, they possess a handful of central traits that make up the core of their personality. Secondly, central traits, such as honesty and sociability are the major characteristics of an individual; they usually number from five to ten in any one person. Thirdly, secondary traits are characteristics that affect behavior in fewer situations and are less influential than central or cardinal traits. For example, a preference for ice cream or a dislike of modern art would be considered a secondary trait.

This study is also anchored on the theory of the Ohio State University Staff and the theory of Katz (1974:50) which focus on the leader's behavior in a social system. In this model, the leader deals with two dimensions namely: achievement of organizational or group goals and meeting the needs of the members of the organization or group. They considered these dimensions of leadership as initiating structure and consideration structure. Initiating structure is the extent to which the leader organizes and defines the relation between himself and subordinates. This is characterized by a tendency to define the role which he expects each member of the group to assure, endeavoring to establish a well-defined pattern of organizations, channels of communicating and ways of getting this jobs done. Consideration structure, on the other hand, deals to which the leader while carrying out his functions, is considerate of the men who are his followers. There is no implication, however, of laxity in the performance of duty. The positive role of the leader is characterized by warm personal relations, readiness to explain actions and willingness to listen to subordinates.

Integrating the theories and principles earlier presented which the present study is anchored, the researcher developed a conceptual model which presents the schematic diagram of the study.

Conceptual Framework

The conceptual framework of this particular investigation is reflected in Figure 1. It depicts and presents the birds'-eye view on what this research is all about. It shows the research environment, which are the respondents, the variables and their relationship, research findings and the expected outcome of the study. The study involved the district supervisors, principals and classroom teachers in the division of Samar, Region 8. With the aid of the questionnaire on personality traits, the principals themselves were asked to indicate their personality traits. The district supervisors, principals and classroom teachers were also asked to give their perceptions on the leadership behavior of the school principals along consideration and initiating structures and their leadership skills in terms of human relations, technical and conceptual skills. Furthermore, the study determined whether or not the leadership behavior and leadership skills were

Effective & Efficient Principals

Proposed Re-training Program for Principals & Prospective Principals

Findings and Implications

FEEDBACK

PERSONALITY TRAITS OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS

PROFILE
- *Age*
- *Sex*
- *Civil Status*
- *Educational Qualification*
- *No. of Years in Present Position*
- *Performance Rating*

LEADERSHIP BEHAVIOR
- *Consideration Structure*
- *Initiating Structure*

LEADERSHIP SKILLS
- *Human*
- *Technical*
- *Conceptual*

FEEDBACK

District Supervisors | **Principals** | **Teachers**

Public Elementary Schools Division of Samar

Fig. 1.   The Conceptual Framework of the Study.

significantly related to the principal's variates namely:
age, sex, civil status, educational qualification, number
of years in present position and performance rating.

The study also looked into the relationship or
correlation between the personality traits of the
principals and leadership behavior and leadership skills
and between their leadership behavior and leadership
skills as perceived by the principals themselves,
district supervisors and classroom teachers.

From the findings, implications were ascertained
which personality traits need improvement. Likewise, it
implied which leadership behavior and leadership skills
need to be improved or enhance by the principals.

The findings and implications gave way to the
formulation of a proposed re-training program from
principals and prospective principals which would equip
them to become effective and efficient principals in the
end.

Significance of the Study

In addition to the pool of information and knowledge
gained, this study would be of significance to the
following.

To the Public Elementary School Principals. Result of this study would motivate the school principals to look into and evaluate their personality traits and leadership behavior and leadership skills. It would also help to discover the values which need deeper understanding and redirection. Such understanding may eventually lead to devise ways and means to help them develop greater motivation for an effective leadership and management. This study may even propel the school principals to give training not only for their teachers but also for local officials.

To the Teachers. The findings of the study would give them insights about the personality traits and leadership behavior and skills of their principals for them to easily adjust and avoid conflict and misunderstanding between them. Furthermore, the results would be helpful to the teachers in strengthening their relationship with the principals by developing better values attached to their work.

To the Pupils. This study would ultimately benefit the pupils as they would be under efficient principals and teachers. Improved leadership behavior and skills and work competencies in the operation of the school

system would produce a greater impact on the quality of pupils turned over to the society.

To the Community. Likewise, when the school is effectively managed, the community would also be a beneficiary. Effective management by the school principals could lead to develop schools which would produce quality graduates who could be of great help to the community in terms of educational, cultural, social and economic development.

To the Researchers. Future researchers would likewise, find this study invaluable as a reference in terms of the instruments or research design which they could apply in their investigation. Moreover, the results of this study could serve as a springboard for conducting more studies along this line in other parts of the region.

Scope and Delimitation

This study assessed of personality traits, leadership behavior and leadership skills of public elementary school principals with the end in view of evolving a re-training program for them. The Division of Samar, Region 08 was the research environment of the study.

Fig. 2. Map of Samar Showing the Educational Districts Involved in the Study
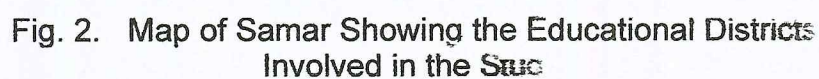
The focus of the study was limited to the following: the personal and professional characteristics of the public elementary school principals in terms of age, sex, civil status, educational qualifications, number of years in present position, performance rating and trainings attended, their personality traits, leadership behavior in terms of consideration and initiating structure and their leadership skills along human relations, technical and conceptual.

There were 32 districts involved in the study. The respondents of this study were likewise limited to the 50 public elementary school principals, 24 district supervisors and 352 teachers, to a total of 426 respondents. The principals and district supervisors were chosen by total enumeration while teachers were sampled using the Sloven's formula and stratified random sampling.

This study was conducted during the school year 2004-2005.

Definition of Terms

To ensure accuracy, understanding and clarity, and to establish a common frame of reference, the following

terms are herein defined both conceptually and operationally applied in this study.

Cardinal traits. The term refers to a single personality trait that directs most of a person's activities (Feldman, 1985:382). In this study, example of cardinal trait would include kindness of being gentle and considerate as well as goodhearted.

Central traits. Refers to those particular traits which are used to organize an important impression of, and provide a framework for the interpretation of subsequent information in determining an impression of another (Feldman, 1985:530). In this study, example of central traits would include integrity and honesty. They create the foundation of trust which is essential to cooperation.

Conceptual skills. The terms pertains to the ideas and abstract relationships. It is the mental ability to view the organization as a whole and to see how the parts of the organization relate to and depend on one another. It is the ability to imagine the integration and coordination of the parts of an organization - all its process and systems (Katz, 1974:90-102). In this study, it refers to the ability to understand the complexities

of the overall organization and where one's own operation fits into the organization and according to the objectives of the school.

Consideration structure. The behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leaders and the members of the staff (Halpin, 1969:27). In this study, it refers to the leadership behavior of the principal which is friendly, understanding, warm, open and respectful in terms of relationship between the principal and their teachers in the school.

Creativity. The human attribute of constructive originality, may include such factors as associative and ideational fluency, adaptive and spontaneous flexibility and ability to elaborate in detail (Good, 1973:152).

Flexibility. The term means the ability to change behavior in accord with changed needs and situations (Good, 1973:245).

Honesty. The quality of a person of being fair, impartial, and unwilling to deceive or take advantage of others (Good, 1973:286).

Human relation skill. It is the ability to work effectively with others and build cooperative group

relations to achieve goals (Andres, 1992:60). As used in this inquiry, it refers to the ability to work with and through people including on understanding and motivating and application of effective leadership and helping as many people as possible to realize their maximum potential.

Initiative. The power of doing the first move or of initiating and the ability for original conception and independent action. (Marck Wardt, 1998:652) As used in this study, it is the quality of the principal in seeing in a particular situation if what needs to be done and further initiates a course of action regarding the situation/problem.

Initiating structure. The terms refers to the leader's behavior in delineating relation between himself and the members of the group and in endeavoring to establish well defined patterns of organization, channels of communications and ways of getting the job done (Halpin, 1969:40). In this study, it refers to the principal's behavior characterized by a tendency to define the role which he expects each member of the group to assume, endeavoring to establish a well defined pattern of getting the work done.

Leadership. The term means the art of influencing others to work cooperatively or effectively towards a common goal (Good, 1973:313).

Leadership behavior. The term is defined as a function of intelligence, preferences, values, attitudes, interests, knowledge and experience (Curphy, 1999:258). In this study it refers to how much a school principal is friendly and supportive toward teachers as well as how much a school principal emphasizes meeting work goals and accomplishing school tasks.

Leadership skills. The term denotes a well-defined body of knowledge, a set of related behavior and a clear criteria of competent performance (Curphy, 1999:260). In this study, it refers to the human relation skills, conceptual skills and technical skills which are relevant to the role requirements of public elementary school principals.

Management. The term means a process of efficiently getting activities completed with and through people (Robbin, 1978:18). In this study, it refers to the performance pattern of the school administrator to effectively implement the school goals and objectives.

Personality.   The term means an individual's unique and relatively stable patterns of behavior, thoughts and feelings (Baron, 1992: 6-8).   As used in this study, it refers to the sum total of the principal's traits and characteristics which enable him to become effective and efficient in his job.

Personality traits.   The term is defined as an individual's unique and relatively stable pattern of behavior, thought and feeling (Baron, 1992:7-8).   As adopted in this study, it refers to the sum total of the school administrators' traits and characteristics such as reserve, humble, tough-minded, practical, conservative, group-dependent, relaxed and others which enable him/her to be effective and efficient in his job.

Principal.   The administrative head and professional leader of a school, such as a high school or elementary school (Good, 1973:436).   As used in this study, this refers to the regular public elementary school principals supervising ten or more teachers.

Re-training program.   The term pertains to a program designed to help the public elementary school principals carry out their role as instructional leaders, fiscal and personnel managers and prepare teachers and pupils be

knowledgeable, well trained and competitive to meet the demands of the fast changing society.

Secondary traits. The term applies to a less important personality traits (e.g. preferences for certain behavior as much as central and cardinal traits do (Feldman, 1985:382). Ex. Preferences for certain clothes or mowers)

Self-Confidence. It refers to the trust or reliance in oneself or of one's own unaided powers and judgment (Webster, 1987:1141).

Skills. These are specific abilities that result from knowledge, information, practice and aptitude (Bateman, 1993:16). As used in this study, it refers to the leadership skills of the principals such as technical, human and conceptual skills which are of great significance for a more effective and efficient performance of his duties and responsibilities.

Technical skills. The term means the knowledge and the ability to use the processes, practices, techniques or tools of a specialty responsibility area (Katz, 1974:90-102). In this study, it refers to the ability to use knowledge, methods, techniques and equipment

necessary for the performance of specific tasks acquired from experience, education and training.

Trait. The term trait refers to any readily identifiable stable quality or behavior that characterizes the way in which an individual differs from the other individuals (Lifton, 1997:145). In this study, it refers to the personality traits inherent to the elementary school principals, which are invaluable for their effectiveness in managing their schools.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents theories and relevant information advanced by authorities that have bearing to this field of study. Books, magazines, published and unpublished dissertations and even master's theses were viewed which one way or another have contributed ideas or information vital for this present investigation.

Related Literature

This section contains the review of literature from the context of local and international issues that are closely related to the present study. It mostly focus on the personality traits or attributes, leadership behavior and leadership skills of school administrators from the elementary education.

Robbins (1998: 212-214) presented a final point regarding the function of personality traits in organization. He reiterated the essence of trait approach in organization behavior in that employees possess personality characteristics that significantly influence their attitudes toward, and behavior reactions to organizational settings. People with particular

traits tend to be relatively consistent in their attitudes and behavior over time and across situations. Managers must have a strong belief in the power of traits to predict behavior, otherwise they would not bother testing and interviewing prospective employees.

Some people believe that they are masters of their own fate. Other people see themselves as persons of fate, believing that what happens to them in their lives is due to luck or chance. The first type are those who believe that they control their destinies. They have been labeled as the internals, whereas the latter, who see their lives controlled by outside forces, have been called the externals (Rotter, 1986: 335-343). A person's perception of the sources of his or her fate is termed locus of control.

A large amount of research comparing the internals with the externals has consistently shown that individuals who rate high in externally are less satisfied with their jobs, have higher absenteeism rates, are more alienated from the work settings, and are less involved on their jobs than the internals (Blaw, 1987: 287-218).

The overall evidence indicates that the internals generally perform better on their jobs, but that conclusion should be moderated to reflect differences in jobs. The internals search more actively for information better before making a decision. They are more motivated to achieve, and make a greater attempt to control their environment. The externals, however, have more complaints but are willing to follow directions. Therefore, the internals do well on sophisticated tasks-which include most managerial and professional jobs-that require complex information processing and learning. In addition, the internals are more suited to jobs that require initiative and independence of action. In contrasts, the externals should do well on jobs that are well structured and routinary and in which success depends highly on complying with directions of others.

People differ in the degree to which the like or dislike themselves. This trait is called self-esteem (Brocker, 1988:352). The research on self-esteem offers some interesting insights into organizational behavior. For example, self esteem is directly related to expectation for success. People with high self-esteems believe that they possess the ability they need in order

to succeed at work. Individuals with high self-esteem will take more risks in job selection and are more likely to choose unconventional jobs than people with low self-esteems.

The most generalizable finding on self-esteem is that low Self-Esteem are dependent on the receipt of positive situations from others. In managerial positions, low Self-Esteems will tend to be concerned with pleasing others and, therefore, are less likely to take unpopular stands than are high Self-Esteems.

A personality trait that has recently received increased attention is called self-monitoring (Snyder, 1987). Individuals who are high in self-monitoring show considerable adaptability in adjusting their behavior to external situational factors. They are highly sensitive to external cues and behave differently situations. High self-monitors are capable of presenting striking contradictions between their personal and their private self. Low self-monitors cannot disguise themselves in that way. They tend to display their true dispositions and attitudes in every situation, hence, there is high behavior consistency between who they are and what they do.

People differ in their willingness to take chances. This propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice (Taylor, 1984:350). High-risk-taking managers made more rapid decisions and use less information in making their choices than did the low risk taking managers do, interestingly the accuracy of the decision was the same for both groups.

A person with a Type A personality is "aggressively involved in a chronic, incessant struggle to achieve more in less and less time, and if possible to do so, against the opposing effects of other things or other persons" (Friedman, 1974).

Persons with Type A's are always moving, walking, and eating rapidly; feel impatient with the rate at which most events take place, strive to think or do two or more things at once; cannot cope with leisure time; and are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.

In contrast to the type A personality is the type B, who is exactly the opposite. Type B's are "rarely hurried by the desire to obtain a wildly increasing

number of things or participate in an endless growing series of events in an ever-decreasing amount of time" (Friedman, 1974:60).

The values of public administrators affect the decisions they make in carrying out the programs for which they are responsible (Nigro and Nigro, 1989: 213-221). The school administrator, like anybody else, has definite ideas about what is the best action to take in a given situation. The distinguishing characteristic of school administrator in this respect is that they make as many choices that affect the public. The values held by persons or groups can be most accurately determined through the careful observation of their behavior over time. We know a person's value test by noting how he or she acts in specific situations.

Crider et. al. (1989:120) contends that traits are relatively stable characteristics of a person that can be measured. Many researchers have focused on traits as the building blondes of personality. They start with the assumption that each personality can be described in terms of how strong it is on various traits, such as hostility, dependency, sociability and the like.

A good leader is normally described as possessing such characteristics as initiative, intelligence, integrity and perseverance. Moreover it was emphasized by Momi (1979:65) that there are three important functions in developing good leaders, namely: knowledge, attitude and ability factors. Furthermore, it was mentioned by him that the personality characteristics of great leaders include the following: maturity, intelligence, education, charisma, decisiveness, popularity, honesty and creativity.

On the concept of leadership behavior, Hughes et.al. (1999:258-259) expressed the idea that this is a function of intelligence, personality traits, values, attitudes, interest, knowledge and experience. Leaders could be described in terms of two independent dimensions of behavior. Consideration refers to how much a teacher is friendly and supportive toward subordinates; while initiating structures refers to how much a teacher emphasizes meeting work goals and accomplishing tasks. This includes such as assigning deadlines, establishing performance standards and monitoring performance levels.

A leader or school administrator should not possess only a pleasing personality, positive social and

organizational values but must develop certain leadership skills which are invaluable for a leader in order to be successful as school administrator.

Covey (1991:269-276) pointed out that there are seven habits of highly effective people. They are the following :

1.) Proactivity is more than being aggressive or assertive. It is both taking initiative and responding to outside stimuli based on one's principle. Proactive people and organizations are self-aware; accept responsibility for their own actions; work continuously within their circle of influence; and change develop themselves first in order to have greater influence with others. The second habit deals with the principle of leadership and mission. Leadership focuses more on people than on things; on the long term rather than the short term; on developing relationships rather than on equipment; on values and principles rather than on activities, on mission, purpose and direction rather than on methods, techniques and speed. The third habit focuses more on managing time and priorities around Roles and Goals. Most people and organizations approach time management within the context of prioritizing one's

schedules. It embraces the principle of implementing one's action plans to achieve worthy purposes.

The fourth habit embraces the principle of seeking mutual benefit. In any interdependent relationship thinking win-win is essential to long term effectiveness. It requires an abundance mentality, an attitude that says, "There is enough for all". It cultivates the genuine desire to see the other party win as well, the orientation that any relationship should seek mutual benefit for all concerned. The fifth habit deals with the principle of emphatic communication. Perhaps the most powerful principle of all human interaction is by genuinely seeking to understand another deeply before being understood in return. At the root of all interpersonal problems is failure to thoroughly understand each other. True emphatic communication shares faithfully not only words, ideas and information, but also feelings, emotions and sensitivities.

The sixth habit focuses on the principle of creative cooperation. The whole is greater than the sum of its parts – attained through synergy, fostered and nurtured through empowering management styles and supportive structures and systems. In an environment of trust and

open communication, people working interdependently are able to generate creativity, improvement, and innovation beyond the total of their individual but separate capacities. The seventh habit embraces the principle of continuous improvement. People and organizations have four major needs or characteristics: 1) physical or economic; 2) intellectual or psychological; 3) social or emotional; and 4) spiritual or holistic. Developing within human beings and organizations consistent commitment and continued performance in refining and expanding their abilities in these four areas is the key to overall continuous improvement in all other areas.

Locke (1991:37-46) pointed out that there are certain leadership skills which are invaluable for a leader in order to be successful in leading an organization. According to him, a leader's interpersonal skills are vitally important in the process of inspiring others towards implementing the visions. He further stressed that there are five interpersonal skills: namely, listening skills, oral communication, network building, conflict management and assessing self and others.

Brittle and Newstrom (1990:272-274) expressed the idea that the leadership style that a particular leader applies in order to be effective in addressing a challenging educational scenario depends on the type of situation he is dealing with, the style of leadership should complement to his leadership skills and invaluable for a leader in directing, activating, stimulating or otherwise providing motivational atmosphere for employees.

Leadership is also regarded as responsibility as contended by Zamora (1983:378) - hence leaders must have the ability to make sound decisions, oftentimes even when they cannot get hold of all the facts necessary to make such decisions. This requires courage and boldness to accept risk which he must face in the exercise of that leadership, if he wants to achieve the organizational goals.

Leadership is essential for the attainment of success and initiative. This is the very foundation upon which this necessary quality of leadership is built.

The most widely accepted approach for classifying leadership skills is in terms of a three-skill typology. This typology was initially proposed by Mann (1965: 85-

86) and a similar three-skill typology was later proposed by Katz (1995:34). The skill categories were defined as follows: 1) Technical Skills - knowledge about methods, processes, procedures and techniques for conducting a specialized activity, and the ability to use tools and operate equipment related to that activity; (2) Human Relations Skills - Knowledge about human behavior and interpersonal processes, ability to understand the feelings, attributes and motives of others from what they say and do, ability to communicate clearly and effectively and ability to establish effective and cooperative relationships; and 3) Conceptual skills - general analytical ability, logical thinking, proficiency in concept formation and conceptualization of complex and ambiguous relationships, creativity in idea generation and problem solving, ability to analyze events and perceive trends, anticipate changes, and recognize opportunities and potential problems.

It is evident that technical skills are primarily concerned with things, human relations skills are primarily concerned with people and conceptual skills are primarily concerned with ideas and concepts. Each of the

three skill categories is relevant to the role requirements of managers and administrators.

Related Studies

A review of related studies both local and foreign was undertaken by the researcher on the relationship of personality attributes/traits and management functions of school managers to gain an insight and understanding into the development of this particular investigation. Some studies dealt on educational managers' personality, values, leadership abilities, talents, styles and practices. These studies are mentioned in an effort to establish the extent to which the subject has been explored.

Almazan (2001) conducted a study on the relationship of personality attributes and management skills of the secondary school administrators in Region I. The study involved some selected principals from the public and private schools.

One significant finding of the study was that, there was a significant relationship between personality traits and management skills of the school principals.

The study, likewise, illustrated that administrators with pleasing personality who could communicate very well

with their teachers, could effectively manage their schools while administrators who were high struck, loners, self-conceited and arrogant usually were alienated from their teachers and subordinates which lead to poor management of the schools.

The study concluded that in the promotion of teachers to the administrative position, one of the criterion should be the personality attributes/traits of the candidate. It was likewise, recommended that prospective candidates for the principal rank should undergo seminars on personality development.

A study which determined the leadership practices and competencies of school administrators was conducted by Balaba (1992) in five tertiary institutions in the Division of Surigao del Norte of Northern Mindanao Region. The findings revealed that: (1) the administrators were very democratic, very intellectual, very scientific, very creative, very social, very flexible in leadership practices; (2) the administrators were honest, dependable, practical and realistic, conscientious and considerate; (3) the administrators work devotedly to meet their obligations for an effective school management.

It was concluded that the competencies of the school administrators were very high in work expectations, most positive in work attitudes and very good in decisions and actions. Balaba recommended that school administrators must be firm in policy implementation and must maintain a very high and sound organizational climate for a very effective leadership in their schools.

The study of Balaba had bearing on the present study as it had also considered how personality traits affect leadership practices. The present study deals on how personality attributes/traits may influence the development of the managerial skills of elementary school principals.

A study on the intrapersonal, interpersonal and personality attributes of school managers was conducted by Cristobal (2003) as these related to school effectiveness and was used as a basis, for Human Relation Intervention Program. Findings revealed that the school manager had very satisfactory interpersonal and intrapersonal competencies were highly related to each other as their home management styles, hobbies, involvement to civic and cultural organizations, self-esteem, self-monitor and interpersonal competencies were

positively but negligibly related to school effectiveness. It was also revealed that age, educational attainment, trainings, home atmosphere, locus of control, risk taken, and other specific variables of interpersonal competency were negatively and related to effective school management.

It was likewise revealed by the study that personality attributes as honesty, integrity, self-confidence, creativity, adaptability and charisma had much influence on the human relation performance of the administrator which usually led to effective school management.

The study of Cristobal had given an insight into the present study as both looked into how personality attributes influenced the management skills of school principals. However, the previous study aimed to come up with a Human Relation Intervention Program while the present study only aimed to promote an effective school management program.

Labjo (1995) tried to determine how personal and environmental variables were related to management and performance of secondary school administrators in Eastern Samar. The study showed that there was a significant

relationship between the combination of the economic, political and technological environments and extension services. This relationship was shown through the analysis of variance. The study, likewise proved, that personal factors as sociability, adaptability and communication skills were factors that influenced the managerial factors of the administrators.

The study also showed that the four variables of ability to communicate, educational qualification, economic and technological environment merged as the best predictors for the controlling function of the school administrators.

Finally, the study concluded that in the performance of the administrative functions, the secondary school administrators must in varying degrees, take account into the elements and factors of the external environment. He had to identify, evaluate and react to the economic, social, political and technological environment surrounding him. The administrator must be flexible, adaptable and communicable to the world around him.

The study of Labjo had given much insight into the present investigation as it dwelt on the influence and importance of external environment to management

effectiveness which was likewise an important factor in the present study.

The study on "Professional Qualification, Personality Traits and the Performance of School Administrators, their relationship and implications to Educational Management was undertaken by Operto (1999). His study primarily focused in determining the professional qualification, personality traits and performance of the school administrator in Cebu City. The study involved all private and public schools in the elementary, secondary and collegiate level. It used the questionnaire as its principal instrument supported by interview and observation.

Some major findings of the study were: (1) majority of the school administrators were graduates of the doctoral degree, four were holders of the masteral degree with doctoral units. There were only three school administrators who had only masteral degree and these were in the elementary level; (2) In reference to the areas of personality traits; the five areas that were perceived to be manifested by the administrators were sociability and friendliness, vigorous, appreciative and open to communication, reflective and stable; (3) school

administrators with high educational qualification and pleasing personality also noted to perform effectively thus coming up with a very satisfactory performance in their managerial task.

The study recommended that school administrators, in order to be effective in the management of their schools should never stop uplifting their professional qualifications and improving and enriching the personality development.

From the study of Bankes (1999), on the "Elementary Teachers' Perceptions of Principals' Instructional Leadership Behaviors," the following findings were revealed: there were no significant differences in teachers' perceptions of their principals' leadership behaviors (for either most important or most exhibited leadership behaviors) based on age, gender, years of teaching experience or educational level of respondents. Teachers viewed the leadership behavior of treating others with dignity and respect as the most important behavior. The top two of the ten most important were from the leadership practice of enabling others to act, and the three top ten were from the leadership practice of modeling the way. In terms of exhibited leadership

behaviors, the highest score went to clearly communicating a position and hopeful outlook for the future (inspiring). Four of the top ten most exhibited leadership behaviors were from the leadership practice of encouraging the heart and three from enabling others to act.

The most important leadership behaviors reported by teachers in high-achieving, low set schools had to do with modeling the way and enabling others to act. Significant interaction effects of socio-economic status and achievement level on teachers' perceptions of principals' leadership behaviors were found on four of the leadership practices associated with enabling others to act.

The foregoing studies were relevant in the sense that both studies delved on leadership behaviors of elementary school principals. However, the two studies differed in the focus of the study. The former focused on the teachers' perceptions on the instructional leadership behaviors of elementary school principals while the latter focused on the personality traits, leadership behaviors and skills of elementary school principals.

The study of Orcien (1999) was about personality types and leadership styles of principals in the State of Michigan. The study involved both accredited and non-accredited elementary schools. In this study, accreditation indicated that students attained a level of mastery, while non-accreditation meant that the students were not performing academically. The principal needed to determine if specific leadership could be linked to academic performance and if principals in high achieving schools had differed types of leadership. A total of 18 principals in accredited schools and 19 principals in non-accredited schools completed three instruments. Least preferred co-worker scale to measure leadership styles, Myers-Brigs type indicator to determine personality type, and a short demographic survey to obtain information regarding the personal and professional characteristics of the principals and collect data about the parents and the schools.

Findings revealed that there was no evidence of differences between principals in accredited and non-accredited schools in regards to personality types on their leadership-orientation and leadership styles. It was, however observed and concluded by the study that

personality of the principals somehow influence on their leadership styles. This was mostly manifested on the relationship with both faculty members and the students.

The study of Orcien had bearing on the present study as it had given insight into how personality affected dealings to peers and students. The studies differed as the present study was more on the relationship of personality traits towards the management functions/skills. It also differed in locale, as the previous study was done in a foreign country, the USA, while the present study was conducted in the Philippines, particularly, Samar.

Inso (1999) determined the professional background and personality traits of the school administrators in Palompon North and South District in relation to their leadership styles. It was found out that a majority of the administrators were holders of bachelor's degree with advance units in Masteral studies. Mostly, had one civil service eligibility and had no service award or citation.

It was also noted that the dominant personality traits manifested by the administrators were "sociability dominance, stability, reflectivity, and vigorousness. It was shown by the study that there was significant

correlation or impulsive trait and consideration of vigorous and initiating structure and of active trait and consideration. The only pair which was not significantly related was on being sociable and initiating structure. Moreover, the findings revealed that while there was agreement in the responses between the districts as to the personality traits of the school administrators, disagreements within each district could be observed as the same could be rated in the high computed chi-square values in each district.

Based on the findings, Inso concluded that the school administrators of the district of Palompon North and South were upgrading their professional background, possessing the desirable personality traits and favorable leadership styles of administrators as evidenced by the observed competencies of the elementary school administrators.

The previous study had bearing on the present study as it also delved into the personality traits of the administrators. The studies differed in the sense that the previous study looked into the relationship of personality traits to leadership styles while the present

study determined the relationship of personality traits to management skills.

Matyas (1999) in her investigation of school Leadership Traits of Effective Elementary School Principals in Tucson concluded that twenty-six leadership traits associated with effective elementary school principals were identified and recorded in frequency tables. Findings revealed that effective principals shared leadership traits of trust/integrity, support, lifelong learner and resourcefulness. Common theme experiences vital to effective principals were classroom experiences, on-the job training (OJT) and district experiences.

The trait of positive attitude, patience, perseverance and vision/goal setting were identified traits of effective principals when overcoming failure. The common themes that principals should share were: having sense of honor, caring for people, empowerment of staff, and being a lifelong learner.

The investigation concluded the following leadership traits of the principals, namely: (1)Integrity/ Trust; (2)Support; (3) Lifelong learners; (4) Resourceful;

(5) Perseverance; (6) Positive attitude; (7) Patience; and (8) Vision/ Goal Setting.

Matyas' Study lent a substance to the present study as both delved into the personality traits alone while the present study correlated personality traits to management skills. Matyas' study was conducted in Tucson, Arizona, a country quite far from the Philippines.

Martinez (2000) conducted a study on the personality traits, management behavior, and interpersonal values of secondary school principals in South Nueva Ecija. The instruments that she used were the Management Behavior of Principals Scale, the Test of Personality and the Survey of Interpersonal Values Scale.

The study revealed that majority of the principals perceived themselves to be average in traits specifically in self-concept, emotional maturity, honesty, social mobility and masculinity-feminity. The findings further concluded that there were situations where principals behaved in positive and also in negative ways in management. In some situations, principals almost always behaved in a rarely and seldom way in five management areas as personnel management, physical facilities,

community extension services, organization, policy formulation and problem solving.

It was also noted by the study that the principals were typical persons in an average level of self-concept, emotional maturity, social mobility and honesty. They were also strongly oriented toward values that involved leadership, independence, recognition and support in their relation with others.

Martinez' study had in one way or another given the present study a background on how personality traits influenced the management capabilities of school managers. But while the previous study deals also on the relationship of interpersonal values to management, the present study dealt only on personality traits and management skills.

On the study "Management of Filipino Values: A Center Mode for Governance as Perceived by Public Administrators of Samar" which was undertaken by de los Reyes (2000), it was emphasized in the study that goals had a vital role for public management. Administrators should know their targets and their priorities as these will guide them properly and effectively in their governance. The analysis also stressed that public

administrators should possess the necessary knowledge and skills in consonance to the position one holds.

It was concluded by the study, that the personality attributes of the administrators was very much influenced by the Filipino values that surrounded him. That management by Filipino values had some significant contribution to the management skills of the administrators which in one way or another had same significant contribution to the governance of the country in general, and Samar in particular.

The quality of performance based on personality traits, Filipino values, management effectiveness and leadership efficiency had so much room for improvement for as long as the public administrators would accept the failures in the execution of their responsibilities.

De los Reyes' study had given an insight into the present study as it also dealt with management skills and personality attributes. The study only differed in research population as the present study dealt with elementary school principals, teachers and district supervisors, as its respondents. Both had the province of Samar as its research environment.

Baliton (2002) conducted a study on the "Relationship of the Personality Attributes, Conflict Management Styles of Administrators and Organization Climate of the Philippine Science High School in the Visayas". His null hypothesis was tested at .05 level of significance and came up with the following findings:

1) There were no significant differences among the conflict management styles used by the various administrators of the Philippine Science High Schools in the Visayas in each of the five areas of concern for the educational administrator. 2) There was no significant relationship between the personal profile and the conflict management styles of the administrators and 3) There was no significant relationship between the personality attributes/traits of the administrators and organizational climate. As established by the results of the study, the research finally concluded that the administrators of the Philippine Science High Schools in the Visayas believed that they controlled their destinies and they were the masters of their own fate. However, they were not pragmatic and they did not believe that the end justified the means. All of them possessed the ability or the need in order to succeed at work but they

did not have considerable adaptability in adjusting their behavior to external situational factors. It was also concluded that their personal profile and personality traits do not influence much to conflict management.

The study of Baliton had one way or another a relationship to the present study as the previous study also dealt on the personality attributes and styles of administrators which is also the emphasis of the present study. However, the present study deals more on how personality attributes or traits influence the management skills of school managers.

The related studies cited are worth mentioning in this study since they postulated valuable and relevant concepts that have provided specific insights in generating course of actions that were laid and / or defined in the development plan described in Chapter VI of this research.

Chapter 3

METHODOLOGY

This chapter presents the method and procedure that was used in this study. It includes the research design, instrumentation, validation of the instruments, sampling procedure, the data gathering procedure and the statistical tools on testing the hypotheses.

Research Design

The descriptive-developmental method of research design was employed in this study. The aforecited research design was employed in discerning the degrees of correlation and comparison of the personality traits, leadership behavior and leadership skills of elementary school principals as perceived by themselves, teachers and district supervisors. The study utilized the Standardized Personality Test and self-made survey questionnaire as the main gathering instruments to elicit response from the respondents involve in this study.

From the consolidated assessment, the personality traits, leadership behavior and leadership skills determined by the elementary school principals as perceived by themselves, their district supervisors and

teachers were identified which formed the inputs of the researcher to design a re-training program for the target principals and prospective principals to improve their managerial skills. The statistical tools used to process and analyze the data were: frequency costs, weighted mean, simple correlation, simple analysis of variance and F-test of significance.

Instrumentation

This study employed four kinds of research instruments. These were the Standardized Personality Test (16PF), survey questionnaire, aided by unstructured interviews and documentary analysis.

Standardized Personality Test (16PF). This instrument was used to determine the personality traits possessed by the elementary school principals. The test has sixteen dimensions or scales, each with alphabetic designation and brief description of low and high scores which is independent from one another. The respondents used a scoreable answer sheet and IPAT form to show the traits that they highly and lowly possess.

Questionnaire. The research used three sets of questionnaires to collect information from the respondents.

The first set of questionnaire was used to gather data from the elementary schools principals in the division of Samar. The second set of questionnaire was designed to gather data from the district supervisors in Samar division. The third set of questionnaire was aimed to acquire information from the teachers of public elementary schools in Samar division.

Part I - This questionnaire included personal data regarding the elementary school principals as to their : 1) age 2) sex 3) civil status 4) educational qualification 5) number of years in present position and 6) performance rating.

Part II - This part elicited information regarding the leadership behavior of public elementary school principal as to: 1) Consideration and 2) Initiating Structure. The items were descriptive of principals' behavior which were mostly observable and were measured by the district supervisors and teachers.

Part III - This questionnaire gathered information about the leadership skills manifested by the elementary school principals as to 1) human relation skills 2) technical and 3) conceptual skills.

The five-point rating scale was used for part II and III. The meaning of each of the numbers on the levels of leadership behavior and skills of the principals were as followed:

> 5   –   Always Practiced   (AP)
> 4   –   Often Practiced   (OP)
> 3   –   Sometimes Practiced (SP)
> 2   –   Rarely Practiced   (RP)
> 1   –   Never Practiced   (NP)

Documentary Analysis. In addition to the foregoing instruments, the researcher looked into the service records and 201 file of the principals to validate information relative to their age, sex, civil status, educational qualification, number of years in present position. Facts regarding the performance rating of the elementary school principals were secured from the Human Resource Management division, Division Office.

Validation of Instrument

The survey questionnaire on personality traits was no longer subjected to further validation. The suggested procedure in administration, scoring and interpretation was likewise adequate.

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The questionnaire on leadership behavior and leadership skills being one of the main instruments of the study was drafted by the researcher herself. The questionnaire was presented to the adviser and to the panel members during the pre-oral examination for their review, suggestions and corrections.

The survey questionnaire was subjected to the following procedures: (1) critiquing by people who had relevant knowledge of constructing data gathering instrument, (2) testing it in the Division of Calbayog City using the test-retest method with four days interval, and (3) revising some ambiguous items after the dry run to ensure clarity of language and content of the included items. Furthermore, the coefficient of correlation was determined between the first and second test using the Pearson product-moment. The computed coefficient of correlation was 0.87 (Appendix H). This indicated that the degree of reliability was fairly high and was adequate for group measurements.

Sampling Procedure

There were three groups of respondents involved in this study. namely: the public elementary school principals, district supervisors and teachers in the

division of Samar. The researcher utilized total enumeration for the choice of public elementary school principals and their immediate heads which were the district supervisors.

In determining the appropriate sample size for the teachers' group, the Sloven's formula (Pagoso, et. al. 1985:18) was used as follows:

$$n = \frac{N}{1 + Ne^2}$$

where:

n = the Size of the sample

N = the total population of teachers

e = the desired margin of error (.05)

Furthermore, the distribution of sample size was proportional to the total number of teachers in each school. This means that the number of teachers in each school was proportional to its representation in the population. The bigger the population, the more sample teachers were drawn, the less population the less sample teachers.

The public elementary schools were selected by purposive sampling. Respondent public elementary schools

were selected on the basis that they were managed by full-fledged public elementary school principals.

Data Gathering Procedure

The researcher requested a written permission from the Schools Division Superintendent of Samar to allow her to field and administer the research instruments to the intended respondents. This approved request was presented to the District Supervisors and the School Principals of both central and non-central schools.

The questionnaire was administered personally by the researcher. This procedure was very essential to come up with high percentage of retrieval of the questionnaire. The researcher obtained a 100 percent from the district supervisors and principals and 95 percent retrieval of the completed questionnaires from teachers respectively.

However, the standardized personality test was administered personally by the Guidance Counselor of Samar State University to the public elementary school principals of Samar division in October 2004.

Statistical Treatment of Data

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

Different statistical tools were applied in analyzing the data namely: frequency counts, percentage, weighted means, standard deviation, one-way analysis of variance, Scheffe's t-test, Pearson product moment of correlation and Fisher's t-test.

On the profile of the elementary school principals, frequency count, percentage, mean and standard deviation were applied.

In the determination of the extent to which principals manifested/practiced leadership behavior and leadership skills, the five-point Likert Scale was employed including the interpretations of their weighted means:

Scale	Weighted mean	Interpretation	
5	4.51 – 5.00	Always Practiced	(AP)
4	3.51 – 4.50	Often Practiced	(AO)
3	2.51 – 3.50	Sometimes Practiced	(So)
2	1.51 – 2.50	Rarely Practiced	(R)
1	1.00 – 1.51	Never Practiced	(N)

To determine the degree of relationship between the personality traits, leadership behavior, leadership skills and the principals' personal variates, the simple coefficient of correlation using the formula (Walpole, 1982:207) below was used:

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$$r_{xy} = \sqrt{\frac{N\sum xy - (\sum x)(\sum y)}{\left[N\sum x^2 - (\sum x)^2\right]\left[N\sum y^2 - (\sum y)2\right]}}$$

In evaluating the computed r, the Table of reliability Coefficient suggested by Ebel (1965:242) was used as reflected in the following table.

Table 1

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 surveys.

The Fisher's t-test was used to test the significance of the computed r. The formula (Walpole, 1982:383) is:

$$t = r\sqrt{\frac{N-2}{1-r^2}}$$

where :

    r = refers to the computed correlation coefficient and

    N = refers to the number of pairs.

To test the difference on the perceptions of the public elementary school principals, district supervisors and teachers, the one-way Analysis of Variance (ANOVA) was applied with the following formula (Walpole, 1982:392) as shown in Table 2.

Table 2

Formula on One-Way Analysis of Variance

Source of Variance	Source of Squares	Degrees of Freedom	Mean Square	Computed F
Between groups	SSC	$k-1$	$S_1^2 = \dfrac{SSC}{k-1}$	$F = \dfrac{S_1^2}{S_2^2}$
Total	SST	$Nk-1$	$nk - 1$	

However, if the conclusion arrived at that of significance of difference, further testing would be resorted to using the Scheffe's test (Downie and Heath, 1983:225-206).

$$F^1 = \sqrt{\dfrac{(\overline{X}_1 - \overline{X}_2)^2}{S^2 w \ (N_1+N_2) \Big/ N_1 \ N_2}}$$

Finally, the .05 level of significance was used in testing the hypotheses of the study.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyses and interprets the results of the investigation. The data consist of profile, personality traits, leadership behavior, leadership skills of principals, comparison of the perceptions of the three groups of respondents on the leadership behavior and skills of principals and relationship between the personality traits of the principals and their profile as well as their leadership behavior and skills.

Profile of the Respondents

This portion answers the question on the profile of the public elementary school principals in terms of age, sex, civil status, educational qualification, number of years in present position, performance rating and trainings attended. Tables 3 to 7 contain the necessary data on the profile of the respondents.

Age. The age profile of the principals is shown in Table 3. As gleaned from the table, the highest number of frequency was in the age bracket of 54-56 years with 32.0 percent or 16 out of 50 principal-respondents. This

was followed by 13 out of 50 or 26.0 percent in the age brackets of 57.59. While the least frequency, with only one respondent, and which comprised 2.0 percent, was in the age brackets of 42-44 and 39-41. As a whole, the average age of the principal respondents was pegged at 55.36 years with a standard deviation of 5.26 years. The norm of their age ranged from 50.10 to 60.62 years.

Sex. The sex profile depicts that of the 50 principal-respondents, 28 or 56.0 percent were females and 22 or 44.0 percent were males. It can be observed,

Table 3

Age Distribution of the Public Elementary
School Principals

Age in years	Frequency	Percent
63-65	2	4.0
60-62	8	16.0
57-59	13	26.0
54-56	16	32.0
51-53	2	4.0
48-50	3	6.0
45-47	4	8.0
42-44	1	2.0
39-41	1	2.0
Total	50	100.0
Mean	55.36 years	-
SD	5.26 years	-

observed, that the percentage distribution possessed a slim difference of 12 percent between the sexes. The males were seemingly enjoying equal chances of holding key supervisory and administrative positions in the public elementary school system.

Civil status. In terms of the respondents civil status, Table 4 shows that mostly of the principals were married as evidenced by the fact that out of 50, 48 of them or 96.0 percent were married. On the other hand, one out of 50 or 2.0 percent was single and widow/er.

Table 4

Civil Status Profile of the Principals

Sex	Frequency	Percent
Single	1	2.0
Married	48	96.0
Widow/er	1	2.0
Total	50	100.0

Educational qualification. The educational qualification of the respondents is shown in Table 5. All of the principals-respondents were masters' degree holders. There were 12 or 24.0 percent who had earned

Table 5

**Profile of the Principals in Terms of their
Educational Qualification**

Educational Qualification	Frequency	Percent
Doctorate	4	8.0
Master's + Ph.D. Units		
	12	24.0
Master's Degree		
	34	68.0
Total	50	100.0

Master's degree with additional doctoral units. Approximately, four or 8.0 percent were doctoral degree holders. The results denoted that all of them possessed the educational qualification called for by their respective supervisory and administrative position.

Years in present position. Table 6 reflects the years in present position of the principals. Table 6 reveals that 46.0 percent or 23 out of 50 were in the bracket of 2-3 years. This was followed by 11 out of 50 or 22.0 percent in the bracket of 4-5 years. The least number of principal-respondents was in the work experience bracket of 10-11 and 12-13 years with 1 out of 50 or 2.0 percent. The principal's years in

Table 6

**Profile of the Principals in Terms of
Years in Present Position**

Years in Present Position	Frequency	Percent
12 – 13	1	2.0
10 – 11	1	2.0
8 – 9	4	8.0
6 – 7	4	8.0
4 – 5	11	22.0
2 – 3	23	46.0
0 – 1	6	12.0
Total	50	-
Mean	3.54 years	-
SD	3.96 years	-

present position was 3.54, with a standard deviation of 3.96 years. When these figures were seen against their reported age, it was obvious that most of them had work experience other than principals.

The findings implied that most of the respondents were neophytes as principals. Although few of them had been in the service for a considerable number of years and such experience afforded them with ample knowledge and expertise relative to their position.

Performance rating. This portion presents the profile of principals in terms of their performance rating. Approximately, 36 or 72.0 percent principals had very satisfactory performance rating. The remaining 14 or 28.0 percent principals had outstanding performance rating.

Seminars/trainings attended. Table 7 provides the data on the number of days of management related in-service trainings by the 50 principal-respondents in the division of Samar. As revealed by the same table, 17 out

Table 7

**Profile of Principals in Terms of Relevant
Seminars/Trainings Attended**

No. of Trainings (days)	Frequency	Percent
22-23	2	4.0
20-21	4	8.0
18-19	4	8.0
16-17	4	8.0
14-15	16	32.0
12-13	17	34.0
10-11	2	4.0
8-9	1	2.0
Total	50	100.0
Mean :15 days SD : 3 days		

of 50 or 34 percent attended a training from 12 to 13 days. Meanwhile, the least number of principals involved in the study, that is one out of 50 or two percent were able to attend eight to nine days. The average number of trainings attended by the principals was pegged at 15 days with a standard deviation of three days. The findings implied that the principal-respondents were updated on matters relevant to their work as principals.

Personality Traits of Public Elementary School Principals

The study tried to identify the personality traits of the public elementary school principals. The Sixteen Personality Factor Test or 16 PF was used for this purpose. The 16 PF is an objectively scoreble test designed to present a brief and reliable description of a complete coverage of the 46 principal-respondents.

Of the 46 respondents 35% (16) described themselves to be either reserved, detached, critical, cool; while 46% (21) balanced themselves between being these and being outgoing, warmhearted, easy-going, participating; while 19% (9) found themselves outgoing, warmhearted, easy-going, participating.

As to the respondents intelligence level, 61% (28) had higher scholastic mental capacity, 26% (12) had average scholastic mental capacity and 13% (6) had lower scholastic mental capacity.

Affected by feelings, emotionally less stable, easily upset were 39% (18) of the respondents, while 13% (6) were emotionally stable, face reality, calm; the rest, 48% (22) were on the average, or maintain balance.

While 46% (21) could be submissive at times, i.e., humble, mild, obedient, conforming and at other times, they could be assertive, independent, aggressive, stubborn; 24% (11) described themselves to be more on the submissive, aggressive, stubborn.

Approximately, 65% (30) respondents were sober, prudent, serious, taciturn, while 30% (14) were on the average, meaning, they can balanced any or all of the above to their being happy-go-lucky, heedless, gay, enthusiastic; only 4% (2) were happy-go-lucky, heedless, gay, enthusiastic.

With regards to their superego strength, 39% (18) had average superego strength, i.e., a balance between being expedient and conscientious; while 28% (13) were on the above average level, or were highly

persevering, staid rule-bound, conscientious; another 33% (15) had weak superego strength, i.e., were expedient, a law to himself, by-passes obligations.

Fifty four percent (25) of the principal-respondents balanced their being shy, restrained, diffident, timid to their being venturesome, socially-bold, uninhibited, spontaneous; 33% (15) were more of the venturesome, socially-bold, uninhibited, spontaneous type; while 13% (6) were more of the shy, restrained, different and timid type.

Less than half of the respondents or 46% (21) were tough-minded at times and tender-minded at other times; while 35% (16) were self-reliant, realistic, no-nonsense individuals (tough-minded), and also 19% (9) were dependent over-protected, sensitive (tender-minded).

At times trusting and at times suspicious were 43% (20) of the respondents or a balance between being trusting, adaptable, free of jealousy, easy to get on with and being self-opinionated, hard to fool, while 46% (21) declared themselves to be self-opinionated, hard to fool, suspicious; only 11% (5) say they were the trusting type, adaptable, free of jealousy, easy to get on with.

More than half of the respondents, i.e., 52%, (24) were practical, careful, conventional, regulated by external realities and proper; 39% (18) could balance between being these and being imaginative, careless of practical matters, wrapped up in inner urgencies, while only 9% (4) were more imaginative, careless of practical matters, wrapped in their inner urgencies.

On the average, or between being forthright, artless, natural, sentimental and being shrewd, calculating, worldly penetrating, were 37% (17) of the respondents; while 37% (22) were shrewd, calculating worldly penetrating, with 26% (12) as being forthright, natural, artless, sentimental.

Approximately, 35% (16) of the respondents were balanced between being placid, self-assured, confident, serene and being apprehensive, worrying, depressive, troubled; also 35% (16) had this guilt proneness, i.e. were apprehensive, worrying, depressive, troubled; and 30% (14) had an untroubled adequacy, i.e., are placid, self-assured, confident, serene.

Forty six percent (21) were balanced when it came to being conservative and radical — they could either respect established ideas or be tolerant of traditional

difficulties or they could be experimenting, critical, liberal, analytical, free-thinkers. While 43% (20) were really conservative and tolerant of traditional difficulties, only 11% (5) regarded themselves as more experimenting, critical and analytical.

Approximately, 43% (20) also of the respondents were average when it came to their group adherence and self-sufficiency tendencies, meaning they were sound followers, joiners at times, and they could be self-sufficient, resourceful, preferring their own decisions at time; while 48% (22) described themselves as group-dependent types, joiners and sound followers; the rest, 9% (4) were more self-sufficient, resourceful and prefer their own decisions.

Most respondents, 61% (28), were controlled, socially-precise, self-disciplined and compulsive; while 26% (12) were on the average, i.e., they could be all of the above at times and at other times they could be casual, careless of protocol, following their own urges, and 13% (6) had low integration, i.e., they were careless of protocol, following their own urges, were more casual.

Fifty seven percent (26) of the teacher-respondents were relaxed, tranquil, torpid, unfrustrated while 17%

(8) were the opposite, i.e., tensed, driven, overwrought, fretful. The rest, 26% (12) were in between or were average.

Relationship Between the Personality Traits of the Principal Respondents and their Profile

The coefficient of correlation between the principal's personality traits and selected variates were computed using the Pearson Product Moment formula to determine if there existed a significant relationship between the variables involved. To determine the significance of the relationship between the variables involved, the Fisher's t-ratio for testing the significance of a coefficient of correlation was applied.

Age. In Table 8, the correlation coefficient between the personality traits of the principals and their age was posted at 0.10. Correspondingly, the Fisher's t-value for testing the significance of this relationship was 0.67 and 44 degrees of freedom. Hence, the hypothesis that "There is no significant relationship between the personality traits of the principals and their age" was accepted. The results indicated that the principals' personality traits was not influenced by his age.

Table 8

Relationship Between the Personality Traits
of the Principal and their Variates

Variates	rxy	Fisher's t-value	df	Critical t-value	Evaluation
Age	0.10	0.67	44	2.02	NS
Sex	0.03	0.20	44	2.02	NS
Civil Status	0.54	3.25	44	2.02	S
Educational Qualification	0.06	0.40	44	2.02	NS
Years in Present Position	0.04	0.27	44	2.02	NS
Performance Rating	0.14	0.94	44	2.02	NS

Sex. For this variate, the computed correlation coefficient was found to be 0.03 which resulted to a computed Fisher's t-value of 0.20. Hence, the corresponding hypothesis was accepted. It meant that the public elementary school principals' sex did not affect their personality traits.

Civil status. For this variate, the computed correlation coefficient and Fisher's t-value were 0.54 and 3.25 respectively. The computed Fisher's t-value turned out to be lesser than the critical t-value of 2.02 which led to the rejection of the corresponding hypothesis. The findings suggested that the civil status was related to the principals' personality traits. In

this study, single principals tend to have better personality traits compared to other principals. It could be explained by the fact that single principals tend to be reserved, emotionally stable, humble, free of jealousy, confident, conservative and self-disciplined.

Educational qualification. For this variate, the computed correlation Coefficient was found to be 0.06 which resulted to a computed Fisher's t-value of 0.40. Hence, the corresponding hypothesis was accepted. The results indicated that the principals' personality traits was not affected by their educational qualification.

Years in present position. The Pearson r and Fisher's t for this variate were 0.04 and 0.27 respectively. The computed Fisher's t turned out to be smaller than the tabular t-value of 2.02. This led to the acceptance of the hypothesis. The results indicated that the principals' personality traits was not affected by their years in present position.

Performance rating. For this variate, the computed r of 0.14 was found to be not significant, This was evidenced by the computed Fisher's t-value of 0.94 which was smaller than the tabular t-value of 2.02. Hence, the corresponding hypothesis was accepted. Thus, performance

rating of principals has no significant relationship with their personality traits.

Extent to Which the Leadership Behavior Were Manifested by the Principals

The extent to which leadership behavior were manifested by the principals as perceived by the three categories of respondents the district supervisors, principals themselves and teachers, the following findings are herein presented.

Consideration structure. The perceptions of the three categories of respondents as to the extent to which consideration structure was manifested by the principals is summarized in Table 9.

As gleaned from the table, majority of the indicators of consideration structure were considered "always practiced" by the district supervisors, principals and teachers. However, as we examine the weighted mean rating for each indicator a slight difference can be noted.

From the supervisor-respondents, "put relevant suggestions by teachers into operations," willing to make changes," "easy to understand," "friendly and approachable," make the teachers feel at ease when

Table 9

Leadership Behavior on Consideration Structure of Principals as Perceived by the Three Groups of Respondents

INDICATORS	Resp. Category	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)	Total	Wtd. Mean	Interpretation
1. Keep the teachers informed.	DS	7	15	2	-	-	24	4.21	OP
	P	40	10				50	4.80	AP
	T	283	40	26	3		352	4.71	AP
2. Friendly and approachable.	DS	12	10	1	1	-	24	438	OP
	P	42	8				50	4.84	AP
	T	200	60	12	-		352	4.76	AP
3. Find time to listen to teachers.	DS	11	8	3	1	1	24	4.13	OP
	P	39	11				50	4.78	AP
	T	187	87	70	8		352	429	OP
4. Put relevant suggestions by teachers into operations.	DS	18	4	1	1	-	24	4.65	AP
	P	43	7				50	4.86	AP
	T	156	161	35	-		32	4.34	OP
5. Look out for the personal welfare of teachers.	DS	16	6	1	1	-	24	4.54	AP
	P	40	10				50	4.80	AP
	T	90	97	143	22		352	3.72	OP
6. Easy to understand.	DS	16	7	1	-	-	24	4.65	AP
	P	36	10				50	4.40	OP
	T	265	70	10	7		352	4.68	AP
7. Speak as the representative of the teachers.	DS	6	11	4	2	1	24	3.79	OP
	P	41	9				50	4.82	AP
	T	284	68				352	4.81	AP
8. Make attitudes clear to the teachers.	DS	5	15	4		-	24	4.04	OP
	P	43	7				50	4.86	AP
	T	288	41	20	3		352	4.73	AP
9. Make the teachers feel at ease when talking with them.	DS	10	12			-	24	4.33	OP
	P	40	10				50	4.81	AP
	T	290	35	20	7		352	4.73	AP
10. Make sure that his part in the organization is understood.	DS	15	5	3	-	1	24	4.33	OP
	P	45	5				50	4.90	AP
	T	287	50	15	-		352	4.77	AP

Table 9 continued

INDICATORS	Resp. Category	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)	Total	Wtd. Mean	Interpret- ation
11. Treat all teachers as co-workers.	DS	13	6	3	2	-	102	4.25	OP
	P	46	4				246	4.92	AP
	T	279	60	13	1	-	1674	3.76	AP
12. Do little things to make it pleasant to be a member of the staff.	DS	8	15	-	-	-	101	4.21	OP
	P	42	8				242	4.84	AP
	T	285	67	-	-	-	1693	4.81	AP
13. Get teachers approval in important matters before going ahead.	DS	8	10	5	-	-	97	4.04	OP
	P	39	11				239	4.78	AP
	T	278	74	-	-	-	1686	4.79	AP
14. Back up the teachers in their actions.	DS	7	13	3	-	-	98	4.08	OP
	P	36	14				236	4.72	AP
	T	50	295	7	-	-	1451	4.12	OP
15. Get his supervisor to act for the welfare of teachers.	DS	9	12	3	-	-	102	4.25	OP
	P	30	13	7			223	4.46	AP
	T	33	39	280	-	-	1161	4.30	OP
16. Give advance notice of change.	DS	11	10	2	1	-	103	4.29	OP
	P	42	6	2			240	3.80	AP
	T	300	40	8	4	-	1692	4.88	AP
17. Willing to make changes.	DS	14	10	-	-	-	110	4.58	AP
	P	40	10				240	4.80	AP
	T	311	41	-	-	-	1719	4.88	AP
18. Let other people assume leadership in the staff.	DS	8	14	-	1	1	99	4.13	OP
	P	34	16				234	4.68	AP
	T	250	97	3	2	-	1651	4.69	AP
19. Do personal favor for the teachers.	DS	10	11	2	-	1	101	4.21	OP
	P	40	10				240	4.80	AP
	T	131	200	17	4	-	1514	4.30	OP
20. Keep to himself.	DS	7	1	1	-	-	102	4.25	OP
	P	37	3	3			234	4.68	AP
	T	88	23	23	-	-	1473	4.18	OP
Area Mean	DS							4.27	OP
	P							4.77	AP
	T							4.60	AP

Legend :

5 – *Always Practiced*   *(AP)*
4 – *Often Practiced*   *(OP)*
3 – *Sometimes Practiced* *(SP)*
2 – *Rarely Practiced*   *(RP)*
1 – *Never Practiced*   *(NP)*

talking with them," and "make sure that his part in the organization is understood," got high mean ratings of 4.65, 4.65, 4.58, 4.54, 4.38, 4.33 and 4.33 respectively. They considered these aspects of the leadership behavior as crucial to the principal-teacher relationship. While "speak as representative of the teachers" got the lowest mean rating of 3.79. In summary, the district supervisors assessed consideration structure as "often practiced" as evidenced by the computed grand mean of 4.27.

The principal-respondents projected high mean ratings in "treat all teachers as co-workers," make sure that his part in the organization is understood," put relevant suggestion by teachers into operations," "make attitudes clear to the teachers," "friendly and approachable," "do little things to make it pleasant to be a member of the staff," "speak as representative of the teachers," "keep the teachers informed" "look out for the personal welfare of teachers, "make the teachers feel at ease when talking with then," give advance notice of chance," willing to make changes," and do personal favor for teachers." However, a low mean rating of 4.40 was obtained in "easy to understand". The principals

registered grand mean rating of 4.77 bearing a qualitative description of "always practiced" on the items.

The teacher-respondents in the other hand, projected high mean ratings in "willing to make changes," give advance notice of change," do little things to make it pleasant to be a member of the staff," speak as the representative of the teachers," get teachers approval in important matters before going ahead," make sure that his part in the organization is understood," treat all teachers as co-workers," and friendly and approachable." However, a low mean rating of 3.72 was obtained in "looks out for the personal welfare of teachers." The teachers registered grand mean rating of 4.60 bearing a qualitative description of "always practiced on the items describing consideration structure.

Evidently the three groups of respondents-highly valued the "willing to make changes," :friendly and approachable," and "make sure that his part in the organization is understood.

The findings implied that the principals were friendly and supportive toward teachers. The Principals' supportiveness and concern as well as showing

appreciation for teachers' work are good indications that the teachers regarded their principals favorable behavioral insofar as consideration structure is concerned.

Initiating structure. Table 10 reflects the degree of leadership behavior manifested by the principals under initiating structure as perceived by the three categories of respondents. As gleaned from the table, majority of the aspects of initiating structure were "often practiced by the district supervisors, principals and teachers. However, as we examine the weighted mean rating for each aspect a slight difference can be noted.

From the district Supervisor-respondents," as the teachers to follow standard rules and regulations," mountain justifiable standard of performance," "emphasize the meeting of deadlines," see to it that teachers are working to capacity," "schedule the work to be done," "assign teacher to particular tasks," "see to it that the work of the staff members are coordinated," let the teachers know what is expected of them," "spokesperson of the teachers," and keep the teachers working as a team got high mean ratings of 4.83, 4.83, 4.75, 4.71, 4.71, 4.71. 4.67, 4.58, 4.46, 4.46, 4.42 and 4.38 respectively.

While "rule with iron hand" got the lowest mean rating of 1.58.

The principal-respondents, projected high mean ratings of 4.9, 4.9, 4.88, 4.86, 4.86, 4.84, 4.84, 4.82, 4.82. 4.78 and 4.78 respectively in "let the teachers know what is expected of then," "Schedule the work to be done," "see to it that the work of the staff members are coordinated," "keep the teachers working as a team," "ask the teachers to follow standard rules and regulation," act as a real leader of the teachers," "emphasize the meeting of deadlines," "assign teachers to particular tasks," try out new ideas with the teachers," "see to it that teachers are working to capacity," and maintain justifiable standard of performance." However, a low mean rating of 1.44 was obtained in "fail to take necessary acts."

The teacher-respondents on the other hand, projected high mean ratings of 4.93, 4.89, 4.85, 4.85, 4.82, 4.80, 4.80, 4.80, 4.78 and 4.76 respectively in "spokesperson of the teachers," ask the teachers to follow standard rules and regulations," "maintain justifiable standard of performance," "let the teachers know what is expected of them," "emphasize the meeting of deadlines," "assign

Table 10

Leadership Behavior on Initiating Structure of Principals
as Perceived by the Three Groups of Respondents

INDICATORS	Resp. Category	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)	Total	Wtd. Mean	Interpret-ation
1. Keep the teachers working together as a team.	DS	13	9	1			105	4.38	OP
	P	43	7		-	1	243	4.86	AP
	T	73	55	24			1657	4.71	OP
2. Let the teachers know what is expected of them.	DS	13	10	-	1	-	109	4.46	OP
	P	45	5				245	4.90	AP
	T	312	31	5	4	-	1707	4.85	AP
3. See to it that the work of the staff members are coordinated.	DS	18	4	1	-	1	110	4.58	AP
	P	44	6				244	4.88	AP
	T	297	27	28			1677	4.76	AP
4. Assign teachers to particular tasks.	DS	17	6	1	-	-	112	4.67	AP
	P	41	9				241	8.82	AP
	T	300	33	19			1689	4.80	AP
5. Ask the teachers to follow standard rules and regulations.	DS	21	2	1		-	116	4.83	AP
	P	43	7				243	4.86	AP
	T	312	40				1720	4.89	AP
6. Act as a real leader of the teachers.	DS	16	5	2	-	1	107	4.46	OP
	P	42	8				242	4.84	AP
	T	298	36	18			1688	4.80	AP
7. Emphasize the meeting of deadlines.	DS	20	3	-			114	4.75	AP
	P	43	6	1	1	-	242	4.84	AP
	T	314	20	10	- / 8	-	1696	4.82	AP
8. Schedule the work to be done.	DS	18	5	1			113	4.71	AP
	P	45	5				245	4.90	AP
	T	299	32	18	3	-	1683	4.78	AP
9. Encourage the use of uniform procedure.	DS	6	16	2	-		100	4.17	OP
	P	33	17				233	4.66	AP
	T	276	38	33	5	-	1641	4.66	AP
10. See to it that teachers are working to capacity.	DS	19	3	2			113	4.71	OP
	P	14	7	2			239	4.78	AP
	T	290	30	19	13	-	1653	4.70	AP

Table 10 continued

INDICATORS	Resp. Category	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)	Total	Wtd. Mean	Interpret-ation
11. Maintain justifiable standard performance.	DS	13	6	3	2	-	102	4.25	OP
	P	46	4				246	4.92	AP
	T	279	60	13	1	-	1674	3.76	AP
12. Try out new ideas with the teachers.	DS	8	15	-	-	-	101	4.21	OP
	P	42	8				242	4.84	AP
	T	285	67				1693	4.81	AP
13. Spokesperson of the teachers.	DS	8	10	5	-	-	97	4.04	OP
	P	39	11				239	4.78	AP
	T	278	74	-	-	-	1686	4.79	AP
14. Get what he asks from his supervisor.	DS	7	13	3	-	-	98	4.08	OP
	P	36	14				236	4.72	AP
	T	50	295	7	-	-	1451	4.12	OP
15. Speak in a manner not to be questioned.	DS	9	12	3	-	-	102	4.25	OP
	P	30	13	7			223	4.46	AP
	T	33	39	280	-	-	1161	4.30	OP
16. Criticize poor work.	DS	11	10	2	1	-	103	4.29	OP
	P	42	6	2			240	3.80	AP
	T	300	40	8	4	-	1692	4.88	AP
17. Act without consulting the teachers.	DS	14	10	-	-	-	110	4.58	AP
	P	40	10				240	4.80	AP
	T	311	41	-	-	-	1719	4.88	AP
18. Fail to take necessary acts.	DS	8	14	-	1	1	99	4.13	OP
	P	34	16				234	4.68	AP
	T	250	97	3	2	-	1651	4.69	AP
19. Refuse to explain his actions.	DS	10	11	2	-	1	101	4.21	OP
	P	40	10				240	4.80	AP
	T	131	200	17	4	-	1514	4.30	OP
20. Rule with iron hand.	DS	7	1	1	-	-	102	4.25	OP
	P	37	3	3			234	4.68	AP
	T	88	23	23	-	-	1473	4.18	OP
Area Mean	DS							4.27	OP
	P							4.77	AP
	T							4.60	AP

Legend :

5 – *Always Practiced* (AP)
4 – *Often Practiced* (OP)
3 – *Sometimes Practiced* (SP)
2 – *Rarely Practiced* (RP)
1 – *Never Practiced* (NP)

teachers to particular tasks," "act as a real leader of the teachers," "try out new ideas with the teachers," schedule the work to be done," and "see to it that the work of the staff members are coordinated." However, a low rating of 1.07 was obtained in "refuse to explain his actions." In summary, the district supervisors, principals and teachers assessed initiating structure as "often practiced" as evidenced by the computed grand means of 4.03, 3.84 and 3.92 respectively.

Evidently the three groups of respondents-highly valued the "let the teachers know what is expected of then," "see to it that the work of the staff members are coordinated," "assign teachers to particular tasks," "ask the teachers to follow standard rules and regulations," "act as a real leader of the teachers," "emphasize the meeting of deadlines," schedule the work to be done" and "maintain justifiable standard of performance.

The findings implied that the aforementioned aspects were important to leadership success that contributed to effective group performance.

Comparison of the Perceptions of the Three Groups of the Respondents on the Leadership Behavior of the Principals

This section presents the comparison of the perceptions of the district supervisors, principals and teachers on the extent to which principals manifested leadership behavior along consideration and initiating structures. These data are reflected on Tables 10 to 12. This section also analyses and interprets the data presented on these tables using analysis of variance.

Consideration structure. Table 11 shows the results of the analysis of variance applied to the responses of the three categories of respondents on the leadership behavior manifested by the principals along consideration structure. It maybe recalled that the three groups assessed the leadership behavior of the principals with the following grand means: District Supervisors - 4.27; Principals themselves - 4.77 and Teachers - 4.60. The difference between the district supervisors and principals was 0.50; district supervisors and teachers was 0.33 and principals and teachers was 0.17.

To determine whether the differences among the three means were significant or not, one-way analysis of variance was applied. Results showed that the computed F-

Table 11

**ANOVA for Comparing the Perceptions of the Three Groups
of Respondents Relative to Consideration**

Source of Variation	Sum of Squares	df	Mean Square	Computed F-value	Critical F-value	Evaluation
Between Groups	2.50	2	1.25	17.86	3.16	Significant
Within Groups	4.04	57	0.07			
Total	6.54	59				Evaluation

value of 17.86 was greater than the tabular/critical F-value of 3.16 with 2 and 57 degrees of freedom. Therefore, the hypothesis which state that "there is no significant differences among the perceptions of the three groups of respondents relative to the leadership behavior manifested by the principals along consideration structure" was rejected. It meant that the responses of the raters differed from each other. It indicated that their assessment based on the weighted means were different from each other.

Since that the F-value was significant, a Scheffe's test (refer to Table 12) was applied to determine if which pair of respondents had significant variations in their responses. Between the district supervisors and principals' groups, the mean difference was computed at

Table 12

**Scheffe's Test for Comparing the Means
of the Group of Respondents**

Group Compared	Difference in Means	Scheffe's r-value	Evaluation
District Supervisors – Principals	0.50	25.0	Significant
District Supervisors – Teachers	0.33	11.0	Significant
Principals - Teachers	0.17	3.0	Not Significant

Critical F-value = 6.32 with 2.57 df

0.50. The computed F-value was 25.0 which proved to be greater than the tabulator F-value of 6.32. It implied that their perceptions were essentially different. The findings implied that the principals always practiced leadership behavior along consideration structure although the extent to which the principals manifested on this aspect was not so evident as perceived by the district supervisors.

Between the district supervisors and teachers, the difference in their means was 0.33. Applying the Scheffe's test, the computed F-value was pegged at 11.0 which was greater than the tabulator F-value of 6.32. It pointed out that the disclosed mean difference was significant. It signified that the assessment of the

district supervisors and teachers were significantly different. The teachers rated their principals much higher in the leadership behavior compared to their district supervisors ratings along consideration structure.

Initiating structure. Table 13 portrays the comparison of perceptions of the three groups of respondents relative to the leadership behavior manifested by principals along initiating structure. It maybe recalled that the three groups assessed the leadership behavior of the principals with the following grand means: district supervisors – 4.03; principals 3.84; and teachers – 3.92. Thus, the difference between the district supervisors and principals was 0.19; district supervisors and teachers was 0.11; and principals and teachers was 0.08.

To determine whether the differences among the three means were significant nor not, one-way analysis of variance was applied. It was disclosed that the computed F-value of 0.12 was lesser than the tabular F-value of 3.16 at .05 level of significance with 2 and 57 df. Hence, the hypothesis that "there is no significant differences among the perceptions of the three groups of

Table 13

**ANOVA for Comparing the Perceptions of the Three Groups
of Respondents Relative to Initiating Structure**

Source of Variation	Sum of Squares	df	Mean Squares	Computed r-value	Critical F-value	Evaluation
Between Groups	0.36	2	0.18	0.12	3.16	Not Significant
Within Groups	85.52	57	1.50			
Total	85.86	59				

respondents relative to the leadership behavior manifested by the principals along initiating structure" was accepted. It revealed that the perceptions of the respondents were basically similar.

Leadership skills of the principals

Another objective of this study is to determine the leadership skills of the public elementary school principal Leadership Skills indicated along the three types of leadership skills which are human, technical and conceptual skills were presented to the district supervisors, principals and teachers for their evaluation to ascertain the leadership skills the principals are practicing. Their perceptions are consolidated in Tables 14, 15 and 16.

Human relation skills. Data on the extent to which principals practice leadership skills along human relations as expressed by the three groups of respondents are contained in Table 14. As gleaned from the table, all aspects of human relations were practiced "often" and "always" by the three groups of respondents. The weighted mean rating for each aspects a slight difference can be noted.

From the district supervisor – respondents their ratings indicated very high mean scores in the aspects "can easily adjust to the different personalities, ranks and informed groups in the organization," "maintains harmonious relationship with the people both in the workplace and in the community "adjust to the variety of personalities ranks and informal groups present in the organization," and "responds to the requests, demands and expectations of the superior" with mean ratings of 4.67, 4.63. 4.54 and 4.50 respectively. The aspect on "provides reinforcement for the high performance of teachers through appropriate motivations, recognitions and "rewards" got a low mean score. The district supervisors assessed the human relation skills of the principals as "often practiced as portrayed by a grand mean of 4.40.

Table 14

Leadership Skills of Principals as Perceived by the Three Groups of Respondents Along Human Relation Skills

INDICATORS	Resp. Category	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)	Total	Wtd. Mean	Interpret-ation
1. Cordial and respectful in dealing with the transacting public.	DS	16	4	3	1	-	106	4.42	OP
	P	41	8	1	-	-	240	4.80	AP
	T	326	20	6			1728	4.91	AP
2. Has the respect and acceptance of superiors, peers and subordinates.	DS	13	10	-		1	106	4.42	OP
	P	42	8				242	4.84	AP
	T	312	30	10			1710	4.86	AP
3. Responds positively to the grievances/complaints, requests and expectations of the public, superiors and subordinates.	DS	12	8	1	3	-	101	4.21	OP
	P	44	6				244	4.88	AP
	T	300	50	2			1706	4.85	AP
4. Can easily adjust to the different personalities, ranks and informal groups in the organization.	DS	18	5	-	1	-	112	4.67	AP
	P	43	4	3			240	4.80	AP
	T	290	54	7	-	1	1688	4.80	AP
5. Serves as a model of positive and desirable behavior/ characteristics in school and in community.	DS	13	10	-	-	1	106	4.42	OP
	P	44	6				244	4.88	AP
	T	300	39	8	3	2	1688	4.80	AP
6. Shows enthusiasm in providing the public with the appropriate responses and assistance they sought for.	DS	8	15	-	1	-	95	3.96	OP
	P	46	4				242	4.84	AP
	T	198	134	15	4	1	1484	4.22	OP
7. Provides reinforcement for the high performance of teachers through appropriate motivations, recognitions and rewards.	DS	3	19	1	-	1	111	4.63	AP
	P	42	8				232	4.64	AP
		100	230	20	2		1649	4.68	AP

100

		5	4	3	2	1		Mean	
8. Maintains harmonious relationships with the people both the workplace and in the community.	DS	18	5	-	-	1	109	4.59	AP
	P	32	18				231	4.62	AP
	T	241	111				1607	4.57	AP
9. Adjusts to the variety of personalities, rank and information groups present in the organization.	DS	16	7	13	-	1	109	4.59	AP
	P	31	19				231	4.62	AP
	T	212	127				1607	4.57	AP
10. Responds to the requests, demands and expectations of the superior.	DS	15	8	-	-	1	108	450	OP
	P	44	6				244	4.88	AP
	T	237	115				1645	4.67	AP
Area Mean	DS						44.02	4.40	OP
	P						48.10	4.81	AP
	T						46.85	4.67	AP

Legend :

5 – Always Practiced   (AP)
4 – Often Practiced   (OP)
3 – Sometimes Practiced   (SP)
2 – Rarely Practiced   (RP)
1 – Never Practiced   (NP)

The principals themselves provided high mean scores of 4.92, 4.88, 4.88 and 4.88 respectively in aspects "shows enthusiasm in providing the public with the appropriate responses and assistance, they sought for", "responds positively to the grievance/complaints requests and expectations of the public supervisors and subordinates", "serves as a model of positive and desirable behavior/characteristics in school and in community."; and responds to the requests, demands and

expectations of the superior". A low mean score of 4.62 was afforded to "adjusts to the variety of personalities, ranks and informal groups present in the organization; while a low mean score of 4.62 was afforded to "adjusts to the variety of personalities, ranks and informal groups present in the organization. In general, the principals rated the human relation skills a grand mean of 4.81 which was interpreted as "always practiced".

The teacher-respondents on the other hand, projected high mean ratings of 4.91, 4.86, 4.85, 4.80 and 4.80 respectively in "cordial and respectful in dealing with the transacting public," has the respect and acceptance of superiors, peers and subordinates", "responds positively to the grievance/complaints, requests and expectations of the public, superiors and subordinates, can easily adjust to the different personalities, ranks and informal groups in the organization and "serves as a model of positive and desirable behavior/characteristics in the school and in community." A low mean score was observed in "provides reinforcement for the high performance of teachers through appropriate motivations, recognitions and rewards" (4.22). The teachers assessed

the human relation skills of their principals as "always practiced" as evidenced by a grand mean of 4.67.

Taken wholly, the three groups of respondents rated the human relation skills indicators of the principals with a "always practiced" assessment, with the corresponding grand means of 4.40 (district supervisors), 4.81 (principals) and 4.67 (teachers).

From the given findings, it is important for the principals to act as a model of desirable and democratic behavior. By then he can pave the way or cooperation, teamwork, harmony, productiveness and satisfaction to prevail between and among the people under his supervision.

Technical skills. Shown in Table 15 is the respondents perceptions on the extent to which principals practice technical skills. From the district supervisor very high mean scores were evident in "observes and supervises the teaching of subjects evaluates teaching procedures and sees that they can comply with instructional requirements," "Capitalizes on human assets by appropriate training and development programs specially in new teaching techniques," "analyzes

classroom observation data to improve instruction," "provides efficient and effective educational services," with mean ratings of 4.79, 4.71 and 4.63 respectively. The aspect on "solve technical problems" got a low mean score with a rating of 3.88. The district supervisor-respondents felt that their principals should develop more their technical skills to reach its optimum level, if possible, hence, the rating which is equivalent to "often practiced." The supervisors registered a grand mean of 4.46 bearing a qualitative description of "often practiced" on the items describing the technical skills of the principals.

Whereas from among the principal-respondents, very high mean scores were indicated in "provides efficient and effective educational services," "observes and supervises the teaching of subjects, evaluates teaching procedures and sees that they comply with instructional requirements," "analyzes classroom observation data to improve instruction," "provides guidance on teachers on how to assess or measure goal accomplishment," with mean ratings of 4.86, 4.82, 4.76 and 4.66 respectively. The aspect on "knows how to operate a typewriter, mimeographing machine, Xerox copier, computer ad other

and other school equipment" got a low mean score with a rating of 4.16. On a broader scope, the teacher-respondents assessed the technical skills of their principals as "often practiced "as indicated by the grand mean of 4.21. This signified that the principals should still exert more effort to rectify or improve certain aspects of their technical skill to a more efficient and effective leadership of their schools.

Meanwhile, the teacher-respondents, very high mean ratings were indicated in "analyzes classroom observation data to improve instruction," "demonstrates instructional skills and practices," "capitalizes on human assets by appropriate training and development programs specially in new teaching techniques," provides guidance on the teachers on how to assess or measure goal accomplishment" with a mean of 4.97, 4.88, 4.85 and 4.85 respectively. They gave a low rating of 3.84 to the aspect "solves technical problems."

Taken as a whole, the three groups of respondents rated the technical skills indicators of the principals with "always practiced" Assessment with a corresponding grand means of 4.46, 4.63 and 4.68 for district supervisors principals and teachers respectively.

Table 15

Leadership Skills of Principals as Perceived by the Three Groups of Respondents Along Technical Skills

INDICATORS	Resp. Category	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)	Total	Wtd. Mean	Interpret-ation
. Utilizes resources, manpower and materials for the improvement and realization of school programs and project.	DS P T	16 30 235	7 20 110	 7	1 - 	1 	109 230 1636	4.54 4.60 4.65	AP AP AP
. Observes and supervises the teaching of subjects, evaluates teaching procedures and sees that they comply with instructional requirements.	DS P T	20 41 289	3 9 63	- 	1 	- 	115 241 1697	4.79 4.82 4.82	AP AP AP
. Demonstrates instructional skills and practices.	DS P T	15 32 309	8 18 43	- 	1 	- 	109 232 1717	4.54 4.64 4.88	AP AP AP
. Knows how to operate a typewriter, mimeographing machine, xerox copier, computer and other school equipment.	DS P T	8 23 263	6 12 81	10 15 8	- 	- 	94 208 1663	3.92 4.16 472	AP AP AP
. Provides guidance on the teachers on how to assess or measure goal accomplishment.	DS P T	18 33 299	5 17 53	- 	1 	- 	112 233 1707	4.67 6.66 4.85	AP AP AP
. Analyzes classroom observation data to improve instruction.	DS P T	19 38 340	4 12 12	- 	1 	- 	113 238 1748	4.71 4.76 7.97	AP AP AP

Table 15 continued

		5	4	3	2	1		Mean	
7. Evaluates fairly the accomplishments of teachers.	DS	18	4	-	-	-	102	4.25	AP
	P	30	20				230	4.60	AP
	T	288	53	8	8	-	1677	4.76	AP
8. Capitalizes on human assets by appropriate training and development programs especially in new teaching technologies.	DS	18	5	1	-	-	113	4.71	AP
	P	28	22				228	4.56	AP
	T	301	49	2			1707	4.85	AP
9. Solves technical problem.	DS	3	15	6	-	-	93	3.88	AP
	P	30	20				230	4.60	AP
	T	54	188	110			1352	3.84	AP
10. Provides efficient effective educational services.	DS	17	5	2	-	-	111	4.63	AP
	P	43	7				243	4.66	AP
	T	158	190	4			1562	4.44	AP
Area Mean :	DS						44.64	4.46	AP
	P						44.26	4.63	AP
	T						44.78	4.68	AP

Legend :

5 – Always Practiced	(AP)
4 – Often Practiced	(OP)
3 – Sometimes Practiced	(SP)
2 – Rarely Practiced	(RP)
1 – Never Practiced	(NP)

The findings implied that respondents particularly the district supervisors and teachers wanted an improved technical skills of their principals as expressed by those aspects that showed "often practiced". The low mean scores on some aspects could mean that the principals should give more emphasis on solving technical problems and computer literacy. Improving their

professional expertise would in a way facilitate for a maximum performance and productivity.

Conceptual skills. Data on the extent to which principals practice leadership skills along conceptual skill as expressed by the three groups of respondents are contained in Table 16. As gleaned from the table, all aspects of conceptual skills were practiced "often and always" by the three groups of respondents. However, as we examine the weighted mean rating for each aspect a slight difference can be noted.

From the district supervisor-respondents their ratings indicated very high mean scores in the aspects "leads in the development and implementation of educational program and projects in school," "ensures that teaching activities reflect the schools' goals, policies and directives," "plans for the conduct of programs for the curricular/extra-curricular activities," "directs the organization of classes, determines and assign the teaching loads of teachers," "coordinates in order to come up with services for the educational growth and development of the students and teachers," "helps provide for the accommodation of students based on the availability of classrooms and other school facilities"

with a mean ratings of 4.75, 4.75, 4.63, 4.58, 4.58, and 4.8 respectively. The grand weighted mean of the supervisor's group was 4.56 described as "always practices". The lowest mean rating of 4.29 was obtained in "presents ideas clearly persuasively in both oral and written communication through a developed skill as communicators". The district supervisors assessed the conceptual skills of the principals as "always practiced" as evidenced by a grand mean of 4.56.

The principals, on the other hand, expressed a "always practiced" in almost all aspects covered by conceptual skills. They indicated very high mean ratings particularly in "helps provide for the accommodation of students based on the availability of classrooms and other school facilities" (4.82); "coordinates and cooperates with the community and other agencies" (4.78); "applies imagination and creativity of improving problem-solving and decision-making skills" (4.76); directs the organization of classes, determines and assigns the teaching loads of teachers" (4.70); "leads in the development and implementation of educational programs and projects in school" (4.66); and plans for the conduct of programs for the curricular/extra-curricular

activities (4.66). The lowest mean ratings of 4.36 was obtained in "presents ideas clearly and persuasively in both oral and written communication through a developed skill as communicators. A grand mean of 4.65, described as "always practiced" was obtained.

Relative to the responses of the teacher, very high mean scores were provided in "directs the organization of classes, determines and assigns the teaching loads of teachers" (4.99); coordinates in order to come up with services for the educational growth and development of the students and teachers" (4.85); "ensures that teachers' activities reflect the school's goals, policies and directives", (4.84); "plans for the conduct of programs for the curricular/extra-curricular activities" (4.79); and "applies imagination and creativity by improving problem-solving and decision-making skills" (4.76). The lowest mean rating of 4.27 was obtained in "presents ideas clearly and persuasively in both and written communication through a developed skill as communicators". A grand weighted rating of 4.55 described as "always practiced" was obtained.

Evidently the three groups of respondents-highly practiced the aspects on "directs the organization of

classes, determines and assigns the teaching loads of teachers", "plans for the conduct/development of programs for the curricular/extra-curricular activities" and "ensures that teachers' activities reflects the schools'/division's goals, policies and directives". They aid not highly practiced "presents ideas clearly and persuasively in both oral and written communication through a developed skill as communicators".

The data implied that those aspects of conceptual skills which were given very high ratings, suggested that these indicators should be maintained, if not enhanced more to further satisfy the teachers' need, thus, increasing their level of satisfaction and eventually their performance and productivity. Meanwhile, the aspects which was rated "oftenly practiced" should be improved and had to be promptly addressed by the principals before they could affect the efficiency and effectiveness of the teachers.

Table 16

Leadership Skills of Principals as Perceived by the Three Groups of Respondents Along Conceptual Skills

INDICATORS	Resp. Category	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)	Total	Wtd. Mean	Interpret-ation
1. Leads in the development and implementation of educational programs and projects in the school.	DS	20	3	-	1	-	114	4.75	AP
	P	33	17				233	4.66	AP
	T	97	255				1505	4.28	AP
2. Directs the organization of classes, determines and assigns the teaching loads of teachers.	DS	16	7	-	1	-	110	4.58	AP
	P	35	15				235	4.70	AP
	T	347	5				1755	4.99	AP
3. Coordinates in order to come up with services/programs for the educational growth and development of the students and teachers.	DS	15	8	1	-	-	110	4.58	AP
	P	32	15				232	4.64	AP
	T	299	53				1707	4.85	AP
4. Applies imagination and creativity by improving problem-solving and decision-making skills.	DS	13	10	1	2	-	108	4.50	AP
	P	38	12				238	4.76	AP
	T	278	64	8			1674	4.76	AP
5. Helps provide for the accommodation of students based on the availability of classrooms and other school facilities.	DS	14	10	20	11	-	110	4.58	AP
	P	41	9				241	4.82	AP
	T	179	142				1545	4.39	AP
6. Plans for the conduct/development of programs for the curricular/extra curricular activities.	DS	17	5	2	-	-	111	4.63	OP
	P	33	17				233	4.66	AP
	T	279	73				1687	4.79	AP

Table 16 continued

INDICATORS	Resp. Category	5 (AP)	4 (OP)	3 (SP)	2 (RP)	1 (NP)	Total	Wtd. Mean	Interpret-ation
7. Ensures that teachers' activities reflect the school's division's goals, policies and directives.	DS	19	4	1			114	4.75	AP
	P	33	17				233	4.66	AP
	T	303	43	4	2	-	1703	4.84	AP
8. Presents ideas clearly and persuasively in both oral and written communication through a developed skill as communicators.	DS	15	5	1	2	1	103	4.29	AP
	P	25	18	7			218	4.36	AP
	T	100	228	22	2	-	1482	4.21	AP
9. Coordinates and cooperates with the community and other agencies.	DS	12	11	2			107	4.46	AP
	P	39	11				239	4.78	AP
	T	138	214				1546	4.39	AP
10. Anticipates trends, changes needs and problems, re-adjusting and reallocating as appropriate.	DS	13	10	1			108	4.50	AP
	P	23	27				223	4.46	AP
	T	149	184	19			1538	4.37	AP
Area Mean	DS						45.63	4.56	AP
	P						46.5	4.65	AP
	T						4.55	4.55	AP

Legend :

5 – *Always Practiced* (AP)
4 – *Often Practiced* (OP)
3 – *Sometimes Practiced* (SP)
2 – *Rarely Practiced* (RP)
1 – *Never Practiced* (NP)

Comparison of Perceptions of the Three Groups of Respondents on the Leadership Skills of Principals

To determine the similarities and differences of perceptions among the three groups of respondents regarding the leadership skills of public elementary

school principals, their perceptions were compared using the one-way ANOVA. Comparison of results can be gleaned from Tables 17 to 20.

Human relation skills. Along this leadership skills (**refer to Table 17**), the human skill indicators of the principals were evaluated by the district supervisor-respondents as "often practiced" with a grand mean of 4.40, the principals rated themselves with a grand mean of 4.81 which is interpreted as "always practiced" and the teachers' rating with a grand mean of 4.67 which is also interpreted as "always practiced". Results showed that the computed F-value of 13.33 was greater than the tabular/critical F-value of 3.35 with 2 and 27 df.

Therefore, the hypothesis which stated that "there is no significant differences among the perception of the three groups of respondents relative to the leadership skills of principals along human relations" was rejected. The findings implied that the mean differences among the raters were significant, pointing out that their perceptions differed from each other.

Table 17

**ANOVA for Comparing the Perceptions of the Three Groups
of Respondents on the Leadership Skills of the
Principals Along Human Relation Skills**

Source of Validation	Sum of Squares	Mean Squares	Computed F-value	Critical F-value	Evaluation	Evaluation
Between groups	0.88	2	0.44	13.33	3.35	Significant
Within Groups	0.9044	27	0.033			
Total	1.7844	29				

To determine which pair of respondents had significant mean difference, Scheffe's test was applied **(see Table 18)**. Between the district supervisors' and principals their mean difference was 0.41. The computed F-value was 25.47 which proved to be greater than the tabular F-value of 6.70. It signified that the assessment of the aforementioned groups were significantly different. Comparing the district supervisors and teachers' responses, their mean difference was 0.14. When tested for its significance applying the Scheffe's test, the computed F-value was pegged at 2.97 which was lesser than the tabular F-value of 6.70. It meant that the perceptions of the two groups of respondents were

Table 18

**Scheffe's Test for Comparing the Means
of the Three Groups of Respondents
Along Human Relations Skills**

Groups Compared	Difference in Means	Scheffe's F-value	Evaluation
1. District Supervisors - Principals	0.41	25.47	Significant
2. District Supervisors - Teachers	0.14	2.97	Not Significant
3. Principals - Teachers	0.27	11.05	Significant

Tabular F-value is 6.70

significantly the same. Both groups believed that the principals "always practiced" leadership skills under the human relation skills.

Comparing the principals and teachers responses, their mean difference was 0.27 and the Scheffe's F-value was 11.05, which was greater than the critical F^1-value 6.70 at .05 level of significance with 2 and 27. It signified that their perceptions were dissimilar. Even though their general assessment for this leadership skill was "always practiced", their weighted means depicted wide differences from each other.

Technical skill. The data in **Table 19** depicts the comparison on the perception of the three groups of respondents on the leadership skills of principals along

Table 19

**ANOVA for comparing the Perceptions of the Three
Groups of Respondents on the Leadership Skills
of the Principals Along Technical Skills**

Source of Variation	Sum of Squares	df	Mean Squares	Computed F-value	Critical F-value	Evaluation
Between Groups	0.249	2	0.1245	1.46	3.35	Not Significant
Within Groups	2.298	27	0.085			
Total	2.547	29				

technical skills. It maybe recalled that the three groups of respondents assessed the technical skills of the principals with the following grand means: district supervisors – 4.46; principals – 4.63 and teachers 4.68. The difference between the district supervisors and principals was 0.17; district supervisors and teachers was 0.22 and principals and teachers was 0.05.

To determine whether the differences among the three means were significant or not, one-way ANOVA was applied. Results showed that the computed F-value of 1.46 was numerically lesser than the tabular F-value of 3.35 with 2 and 27 df. Therefore, the hypothesis which stated that "there are no significant differences among the perceptions of the three groups of respondents relative to the leadership skills practiced by the principals "was

accepted. It pointed out that the disclosed mean difference was not significant. It signified that the assessment of the respondents were not significantly different.

Conceptual skills. **Table 20** reflects the comparison of perceptions of the three groups of respondents relative to the leadership skills practiced by principals along conceptual skill. It maybe recalled that the three groups assessed the conceptual skill of the principals with the following grand means: district supervisors – 4.56; principals – 4.65 and teachers – 4.55. Thus, the difference between the district supervisors and principals was 0.09; district supervisors and teachers was 0.10.

To determine whether the differences among the three means were significant or not, one-way ANOVA was applied. It was disclosed that the computed F-value of 0.16 was lesser than the tabular F-value of 3.35 at .05 level of significance with 2 and 27 df. Hence, the hypothesis that "there are no significant differences among the perceptions of the three groups of respondents relative to the conceptual skills of the principals was accepted.

Table 20

**ANOVA for Comparing the Perceptions of the Three Groups
of Respondents on the Leadership Skills of the
Principals Along Conceptual Skills**

Source of Variates	Some of Squares	df	Mean of Squares	Computed F-value	Critical F-value	Evaluation
Between Groups	0.07	2	0.035	0.16	3.35	Not Significant
Within Groups	5.956	27	0.221			
Total	6.026	29				

Relationship Between the Profile of the Principals and their Leadership Behavior and Skills

The study looked into the relationship between the profile of the principals and their leadership behavior and leadership skills. The results of this correlation are found in Table 20 and 21.

Leadership behavior. Shown in **Table 21** are the data in the relationship between the principals' profile and their leadership behavior. As gleaned from the table, the principal-respondents profile in terms of their age, civil status, years in present position and performance rating, when correlated with their leadership behavior indicated a negligible positive correlation with r-values of 0.13, 0.01, 0.06 and 0.19 respectively. To test their significance of correlation, the t-value was

Table 21

Relationship Between Leadership Behavior
of the Principals and their Variates

Variates	rxy	Fisher's t-value	Df	Critical t-value	Evaluation
Age	0.13	0.91	48	2.01	NS
Sex	-0.36	2.67	48	2.01	S
Civil Status	.01	.07	48	2.01	NS
Educational Qualification	0.35	2.59	48	2.01	S
Years in Present Position	0.06	0.49	48	2.01	NS
Performance Rating	0.19	1.34	48	2.01	NS

computed.   The t-values obtained were   0.91, 0.07, 0.42
and 1.34 respectively.   Since these computed t-values
were lesser than the critical t-values of 2.01 at .05
level of   significance with 48 degrees of freedom, the
evaluation resulted to the acceptance of the hypothesis
which states that "there is no significant relationship
between   the profile   of   the principals and their
leadership behavior".   The   findings denoted that their
age, civil status, years in present position and
performance rating did not influence their leadership
behavior.

However, it can be noted that the principals' sex and educational qualification significantly relate to their leadership behavior as suggested by their r-values of 0.36 and 0.35 respectively. The corresponding t-values of 2.67 and 2.59 were greater than the tabular t-value of 2.01 at .05 level of significance with 48 degrees of freedom. The findings implied that sex and educational qualification related to a principal's leadership behavior. In this study, female principals considered leadership behavior to be highly important to their work.

Leadership skills. **Table 22** depicts the correlational analysis between the profile of the principals and their leadership skills. As revealed by the table, the correlational coefficients between the principals age, sex, civil status and performance rating, were posted at 0.07, 0.01, 0.01, 0.17, 0.03 and 0.02 respectively, and such values were described as having negligible correlation. Correspondingly, the t-values for testing the significance of the relationship were pegged at 0.49, 0.07, 0.07, 1.20, 0.21 and 0.14 which were found to be lesser than the critical t-values of

Table 22

Relationship Between the Leadership Skills
of the Principals and their Variates

Variates	rxy	Fisher's t-value	Df	Critical t-value	Evaluation
Age	0.07	0.49	48	2.01	NS
Sex	0.01	.07	48	2.01	NS
Civil Status	.01	.07	48	2.01	NS
Educational Qualification	0.17	1.20	48	2.01	NS
Years in Present Position	0.03	0.21	48	2.01	NS
Performance Rating	0.02	0.14	48	2.01	NS

2.01 at .05 level of significance with 48 degrees of freedom.

This led leads to the acceptance of the hypothesis that "there is no significant relationship between the age, sex, civil status, educational qualification, years in present position, performance rating of the principals and their leadership skills. The above mentioned personal factors did not influence the principal's leadership skills.

Relationship Between the Personality Traits of the Principals and their Leadership Behavior and Skills

The study proved also into the relationship between the personality traits of the principal-respondents and their leadership behavior and leadership skills. The results of this correlation are found in **Tables 23 & 26.**

Personality traits and leadership behavior. In relating the personality traits of the principals with their leadership behavior along consideration and initiating, the computed correlation coefficient turned out to be 0.05 and .06 respectively which denoted negligible correlation. To test the significance of the computed r, Fisher's t was applied. It turned out that the computed t value posted at 0.33 and 0.40 was numerically lesser than the critical t-value of 2.02 at .05 level of significance with 44 df. Therefore, the hypothesis that there is no significant relationship between the principals personality traits and their leadership behavior along consideration and initiating was accepted. It meant that consideration and initiating structure did not have something to do with the personality traits of the respondents.

<u>**Personality trait and leadership skills**</u>. The relationship between the principals' personality traits and their leadership skills along human relations resulted to correlation coefficient of 0.45 denoting a moderate correlation. To test the significance of the computed r, Fisher's t was used which resulted in t value of 2.02 at .05 level of significance with 44 df. Thus, the hypothesis that there is no significant relationship between the principals' personality traits and their human relations skills was rejected. Since the obtained r was positive, it meant that the relationship that existed between the two variates was directly proportional. It meant that leadership skills is related to personality traits. It meant further that the

Table 23

**Relationship Between the Principals' Personality
Traits and their Leadership Behavior**

Leadership Behavior	r_{xy}	Fisher's t-value	df	Critical t-value	Evaluation
Consideration	0.05	0.33	44	2.02	Not significant
Initiating	0.06	0.40	44	2.02	Not significant

principals with better personality traits likewise have better leadership skills along human relations.

As regards to the relationship between the principals' personality traits and leadership skills along technical and conceptual skills, the correlation coefficient was 0.26 and 0.08 denoting low and negligible correlation respectively. Testing its significance using the Fisher's t, the computed t value of 1.79 and 0.53 was lesser than the critical t value of 2.02 at .05 level of significance with 44 df. Thus, the hypothesis that there is no significant relationship between the principals personality traits and their leadership skills in terms of technical and conceptual skills was accepted. It

Table 24

**Relationship Between the Principals' Personality
Traits and their Leadership Skills**

Leadership Skills	r_{xy}	Fisher's t-value	df	Critical t-value	Evaluation
Human Relations	0.45	3.34	44	2.02	Significant
Technical	0.26	1.79	44	2.02	Significant
Conceptual	0.08	0.53	44	2.02	Significant

indicated that personality traits did not correlate significantly to their technical and conceptual skills.

Leadership behavior and leadership skills. In relating the principals' leadership behavior in terms of consideration with their leadership skills along human relations, technical and conceptual skills, the obtained correlation coefficient turned out to be .09, .02 and .05 Respectively which denoted negligible correlation. To test the significance of the computed r, Fisher's t was applied. It turned out that the computed t value posted at 0.62, 0.14 and 0.34 was numerically lesser than the critical t-value of 2.01 at ,05 level of significance with 46 df. Therefore, the hypothesis that there

Table 25

**Relationship Between the Principals' Leadership
Behavior Along Consideration Structure and
Their Leadership Skills**

Leadership Skills	r_{xy}	Fisher's t-value	df	Critical t-value	Evaluation
Human Relations	0.09	0.62	46	2.01	Not Significant
Technical	0.02	0.14	46	2.01	Not Significant
Conceptual	0.05	0.34	46	2.01	Not Significant

is no significant relationship between the principals leadership behavior in terms of consideration and their leadership skills was accepted. It meant that consideration structure did not have something to do with the leadership skills of the principal-respondents.

The relationship between the principals' leadership behavior along initiating structure and their leadership skills along technical and conceptual skills resulted to correlation coefficient of 0.56 and 0.41 respectively denoting a moderate relationship. To test the significance of the computed r. Fisher's t was applied which resulted in t value of 4.59 and 3.05 which was greater than the critical t value of 2.01 at .05 level of significance with 46 df. Thus, the hypothesis that there is no significant relationship between the principals' leadership behavior along initiating structure and their leadership skills was rejected. Since the computed r was positive, it meant that the relationship that existed between the two variates was directly proportional. It meant that leadership behavior along initiating structure is related to leadership skills. It meant further that the principals with better initiating structure likewise

Table 26

Relationship Between the Principals' Leadership Behavior Along Initiating Structure and Their Leadership Skills

Leadership Skills	r_{xy}	Fisher's t-value	df	Critical t-value	Evaluation
Human Relations	0.20	1.38	46	2.01	Not Significant
Technical	0.56	4.59	46	2.01	Not Significant
Conceptual	0.41	3.05	46	2.01	Not Significant

have better leadership skills in terms of technical and conceptual skills.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the corresponding conclusions drawn as well as the recommendations made on the basis of these conclusions.

Summary of Findings

This section of the chapter discusses the major findings of the study, to wit:

1. The average age of the public elementary school principals was 55.36 years with a standard deviation of 5.26 years.

2. Of the 50 principal – respondents 56.0 percent were females and the remaining 44.0 percent were males.

3. Majority of the principal-respondents about 96.0 percent were married.

4. All of the principal – respondents were Master's degree holders. Approximately, 32.0 percent of them had doctoral degree/units.

5. The principal had an average years in present position posted at 3.54 years, with a standard deviation of 3.96 years.

6. Majority of the principals, about 72 percent obtained very satisfactory performance rating.

7. The average number of trainings attended by the principal-respondents was pegged at 15 days with a standard deviation of three days.

8. In terms of personality traits, the principal respondents obtained high score description on outgoing, more intelligent, emotionally stable, assertive, happy go-lucky, conscientious, self-sufficient, controlled and tense. Moreover, the principal-respondents considered low score description on reserve, affected by feelings, humble, sober, expedient, shy, tough-minded, trusting, practical, conservative, group-dependent, casual and relaxed.

9. There was a significant relationship between the personality traits of the principals and their civil status. The obtained r-value of 0.54 indicated a moderate positive relationship. Using the Fisher's t to test its significance, the computed t value of 4.26 proved numerically greater than the critical t value of 1.68 at .05 level of significance with 44 df.

10. There was no significant relationship between the personality traits of the principals and their age, sex, educational qualification, years in present position and performance rating. The computed Fisher's t value of the aforementioned variates proved numerically lesser than the critical t value of 1.68 at .05 level of significance with 44 df.

11. The extent to which leadership behavior along consideration structure was manifested by the principals as perceived by the principals themselves and their teachers was "always practiced" with an area mean of 4.77 and 4.60 respectively. While the district supervisor respondents perceived the principals' leadership behavior as "often practiced" with a grand mean of 4.27.

12. The extent to which leadership behavior along initiating structure was manifested by the principals as perceived by the district supervisors, principal themselves and their teachers was "often practiced" with an area mean of 4.03, 3.84 and 3,92 respectively.

13. There were significant differences in the principal's leadership behavior along consideration structure as evidenced by a computed F-value of 17.86 which proved greater than the tabular F-value of 3.16 at

2 and 57 degrees of freedom. Using the Scheffe's test, it appeared that the principals' leadership behavior along consideration structure as perceived by themselves differed significantly from the district supervisors.

14. There were no significant differences in the principals' leadership behavior in terms of initiating structure as perceived by the principal themselves district supervisors and teachers. It was disclosed that the computed F-value of 0.12 was lesser than the tabular F-value of 3.16 at .05 level of significance with 2 and 57 df. The null hypothesis was therefore, accepted. This meant that the three groups of respondents perceived the leadership behavior of the principals in terms of initiating structure on the same degree.

15. The extent to which leadership skills along human relations was manifested by the principals as perceived by the principals themselves and teachers was "always practiced" with an area mean of 4.81 and 4.67 respectively. While the district supervisor-respondents perceived the principals' human relation skills as "often practiced" with a grand mean of 4.40.

16. The extent to which leadership skills along technical was manifested by the principals as perceived by the principals themselves and teachers was "always practiced" with an area mean of 4.63 and 4.68 respectively. While the district supervisor-respondents perceived the principals' technical skills as "often practiced" with a grand mean of 4.46.

17. The extent to which leadership skills along conceptual was manifested by the principals as perceived by the district supervisors, principals themselves and teachers was "always practiced" with an area mean of 4.56, 4.65 and 4.55 respectively.

18. There were significant differences in the principals' leadership skills along human relations as evidenced by a computed F-value of 13.33 which proved greater than the tabular5 F value of 3.35 at 2 and 27 df. Using the Scheffe's test, it appeared that the principals' leadership skills along human relations differed significantly from the district supervisors an their teachers.

19. There were no significant differences in the principals' leadership skills along technical and conceptual as perceived by the principals themselves,

district supervisors and teachers. This meant that the three groups of respondents perceived the leadership skills of the principals along technical and conceptual were on the same degree.

20. There was a significant difference between the principals' leadership behavior and their sex and educational qualification. The obtained r-value of 0.36 and 0.35 respectively indicated a moderate positive relationship. The corresponding t values of 2.67 at 2.59 were greater than the tabular t value of 2.01 at .05 level of significance with 48 df.

21. There was no significant relationship between the leadership behavior of the principals and their age, civil status, years in present position and performance rating. The computed Fisher's t-value of the aforementioned variates proved numerically lesser than the critical t-value of 2.01 at .05 level of significance with 48 df.

22. There was no significant relationship between the leadership skills of the principals and their age, sex, civil status, educational qualification, years in present position and performance rating. The t-values for testing the significance of the relationship were

pegged at 0.49, 0.07, 1.20, 0.21 and 0.14 which were found to be lesser than the critical t-values of 2.01 at .0.5 level of significance with 48 df.

23. There was no significant relationship between the personality traits of the principals and their leadership behavior in terms of consideration and initiating structure. The computed t-values for testing the significance of the relationships were pegged at 0.33 and 0.40 which were found to be lesser than the critical t-value of 2.02 at .05 level of significance with 44 df.

24. There was a significant relationship between the personality traits of the principals and their leadership skills in terms of human relations. The obtained r value of 0.45 indicated a moderate positive relationship. The corresponding t value of 3.34 was greater than the critical t value of 2.02 at .05 level of significance with 44 df.

25. There was no significant relationship between the personality traits of the principals and their leadership skill in terms of technical and conceptual skills. The computed t-values for testing the significance of the relationship were pegged at 1.79 and

0.53 which were formed to be lesser than the critical t-value of 2.02 at .05 level of significance with 44 df.

26. There was no significant relationship between the leadership behavior along consideration structure of the principals and their leadership skills. The t values for testing the significance of the relationship were pegged at 0.62, 0.14 and 0.34 which were found to be lesser than the critical t-values of 2.01 at .05 level of significance with 46 df.

27. There was a significant relationship between the principals' leadership behavior in terms of initiating structure and their leadership skills along technical and conceptual skills. The computed r-values of 0.56 and 0.41 respectively indicated a moderate positive relationship. The corresponding t-values of 4.59 and 3.05 were greater than the tabular value of 2.01 at .05 level of significance with 46 df.

Conclusions

In the light of these findings, the following conclusions were drawn :

1. The principals in public elementary schools are mostly married, dominated by females and in their middle fifties and considerably mature for their present

position.   All of the principals are Master's degree holder and pursuing doctoral degree programs.   Many of them have 3.54 years experience as principal and have a very satisfactory performance.

2. Among the demographic variables only civil status correlated significantly with the personality traits of the principals.

3. The public elementary school principals possessed the leadership behavior in terms of consideration and initiating structures.

4. There are significant differences in the principals' leadership behavior along consideration structure. While leadership behavior of the principals in terms of initiating structure did not differ significantly as perceived by the district supervisors, principal themselves and teachers.

5. The public elementary school principals possessed human relations, technical and conceptual skills.

6. There are significant differences in the principals' leadership skills in terms of human relation skills.

7. There are no significant differences in the principals' leadership skills in terms of technical and

conceptual skills as perceived by the district supervisors, principals themselves and teachers.

8. Among the demographic variables, sex and educational qualification correlated significantly with the leadership behavior of the principals.

9. The personality traits of the principals had significant relationship with their leadership skills in terms of human relation skills.

10. The leadership behavior of the principals in terms of initiating structure had significant relationship with their leadership skills along technical and conceptual skills.

11. Public elementary school principals need to undergo a retraining program on personality traits, leadership behavior and leadership skills to enhance their management and leadership competencies to help improve school performance.

Recommendations

In the light of the findings and conclusions of the study, the researcher recommends the following :

1. The public elementary school principals must be provided with information on the personality traits, leadership behavior along consideration and initiating

structure and leadership skills in terms of human relations, technical and conceptual skills to improve their leadership skills.

2. The public elementary school principals should undergo a training program with emphasis on personality traits and leadership skills to enhance their management and leadership skill to help improve school performance. Likewise, qualified head teachers should be given a similar program to prepare them for promotion to principalship.

3. Public elementary school principals should be encouraged through incentives to grow professionally by pursuing doctoral studies.

4. A study on determining the effectiveness of the training program prepared in this study may be conducted.

5. A similar study may be conducted in other divisions or regions using the same instrument to assess the personality traits leadership behavior and leadership skills of principals/administrators.

6. Another study of this may be conducted to correlate the demographic profile, socio-economic status personality traits, leadership behavior and leadership skills with the addition of other related variables in

order to know other factors that would make successful and effective educational managers.

7. The re-training program proposed be tried and implemented with the end view of improving the personality traits, leadership skills and behavior of public elementary school principals/administrators such that the magnitude of their performance is strongly felt and vividly seen in school performance.

Chapter 6

A PROPOSED RETRAINING PROGRAM FOR PUBLIC ELEMENTARY SCHOOL PRINCIPALS

This chapter presents the proposed retraining program for public elementary school principals and prospective principals in the division of Samar based on the findings and recommendations of the study.

Rationale

The objective of this proposal is to serve as a working paper for the retraining program for public elementary school principals and prospective principals in the division of Samar. This working paper will be proposed to the DepEd, division of Samar as a relevant material that will help develop better skilled elementary school principals and further, so that this research will have some practical use.

Everyone is in a continuous process of growing and developing even outstanding principals do. The data elicited by the two instruments – leadership behavior and leadership skills apparently project "always practiced" and "often practiced" by principals involved in this study. The areas where the respondent scored the lowest were used as bases for designing a retraining program for principals.

Such areas lay on consideration and initiating human relations, technical and conceptual skills. Furthermore, based on the researcher's interviews and observations, there is really a need of the principals to be enhanced in their competencies on the aforementioned skills.

Considering that the public elementary school principals were generally rated "often practiced" by their district supervisors and teachers, one cannot agree with a general observation that performance evaluation may not be reliable considering that self-evaluation instruments yield higher ratings than actual performance. In this case it was found out by the researcher that a retraining program on personality traits, leadership behavior and leadership skills can be made to public elementary school principals although they were rated favorably in the aforementioned skills. It is because everyone is in continuous process of growing and developing even outstanding principals do.

Objectives

The following are the objectives of the retraining program:

1. To upgrade and exercise principals' competencies involving personality along leadership behavior and skills.

2. Involve actively and responsively elementary school principals and their teachers in the full implementation of Public Elementary School Learning Competencies (PESLC) for the purpose of achieving the goals of the education system.

3. To enhance various strategies and skills in the improvement for principals supervisory competencies to effect better methodology in stress management, public relations, interpersonal skills, monitoring, teacher/employee welfare and benefits and evaluating teaching-learning.

Training Program Content

Based on the objectives of the training program, the different leadership behavior and leadership skills were outlined. They were presented in a matrix in order to include the specific objectives, strategies and the time allocated for the different activities. Table 1 shows a training program design for the public elementary school principals in the Division of Samar.

Training Requirements

A. Human Resources – These are trustworthy individuals to supervise and oversee the on-going development of the training needs of the principals. This is composed of a training team namely: lecturer/s and resource speaker/s.

B. Physical Resource – Along with the need to improve the skills of the principals and prospective ones are the materials to support the improvement needs of those principals.

C. Fiscal Resource – This consists of the proposed budget for a four-day training program for public elementary school principals in the division of Samar.

The following is the budgetary requirements, supplies and materials needed in the conduct of the training program.

c.1 Supplies and Materials

Quantity	Unit	Description	Total Cost
6	Pcs.	Board marker	300.00
1	doz.	Pentel pen, pilot	600.00
2	doz.	Cartolina	240.00
3	doz.	Manila paper	200.00
6	doz.	Bond paper	780.00
4	pcs.	Scotch tape. Small	300.00
50	pcs.	Certificates ✓	1,500.00
4 ½	doz.	envelope ✓	540.00

c.2 Honoraria of lecturers of resource speakers

4 lecturers/resource speakers at P 1,000 each . . P 4,000

c.3 Snacks of participants/lecturers

55 participants/lecturers at P50/day for 4 days . P11,000
P19,460

Strategy of Implementation

A. *Pre-Implementation Activities*

1. Conference with the Schools Division Superintendent of Samar should be arranged to make him realize the need for such a training.

2. A division memorandum will be submitted to DepEd.- Samar division to be disseminated to the field regarding the following:

2.1 Schedule for the conduct of training program;

2.2 participants who will attend the training; and

2.3 Venue for the training program.

3. Conference with members of the training team to appraise them of the training objectives.

4. Preparation / construction of needed instructional materials.

B. *Delivery Mechanism*

The training program can be implemented through the Principals' Association of Samar by conducting it for all principals at the division. The venue will be at the Redaja Hall at the Division Office. For its delivery mechanism, group dynamics workshops and other approaches, strategies and techniques will encourage and stimulate the participants to see the relationships and effects on them.

The principal will be given assignment as chairman for group discussion to facilitate the seminar. Suggested time table for the training program could be made flexible such that longer periods of training could be adopted, when necessary.

In the light of group related activities, investigation a resource person or professional who has expertise and experience on the subject matter can be made to enrich the session. As culminating and enrichment activities, field trips to the outstanding district can be arranged and organized to reinforce and supplement learning.

Monitoring and Evaluation

A final point to consider regarding training involves evaluating the success or effectiveness of the training program. The evaluation instrument will be developed by the researcher. The evaluation of the program will focus on training program design, instructional effectiveness and extent of participants' learning using the following instruments: (1) Questionnaire-checklist, (2) Interview (3) Observation.

Retraining Program for Public Elementary School Principals

TIME	DAY 1	DAY 2	DAY 3	Day 4
7:30 AM	Registration of Participants	Pep Up Program		
8:00 AM	Opening Program Statement of Purpose	Session 4 Traits of High Performing School Principals	Session 6 Going into Problem Analysis	Session 9 Teachers/Principals Welfare & Profits
10:00 AM	REFRESHMENT BREAK			
10:30 AM	Session 1 Achieving Positive Self-Concept	Continuation of Session 4	Session 9 Teachers/Principals Welfare and Benefits	Continuation of Session 9
12:00	LUNCH BREAK			
1:30 PM	Session 2 Building Positive Attribute	Session 5 Motivating Teachers for Peak Performance	Session 7 Effective Stress Management	Continuation 10
3:00	REFRESHMENT BREAK			
3:30 PM	Session 3 Analyzing Emotions	Continuation of Session 5	Session 8 Presentation of Output Closing Program	

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Lecture No. 1

Achieving Positive Self-Concept

Building a better self-concept is not something you can achieve overnight. However, the following hints, should be a great help on the way toward a better, healthier self-concept.

1. Develop a winning skills. If you are interested in or already good at a sport or musical instrument, or have another hobby or interest, spend some time cultivating your skill. Your special touch will not do the whole job, but growing abilities put focus on the positive qualities about yourself, and take focus away from the negative. Also, developing one area will prepare you to focus on achievement, which is necessary for growth. Don't let a day go by without doing something that you can do very well.

2. Learn to accept yourself as your now are, without feeling that you have to be like someone else. Don't dwell on the past. Remember that the past does not equal the future. Also, avoid thinking that you should now be your ideal self. That ideal is for the future. Here, in the present, you are okay. Self-acceptance means learning to believe in your heart that you are valuable, and that your differences from others are more a plus than a minus.

3. Look around at people who seem to have strong self-esteem. Watch and see if there are things they do that could help you to like yourself better. Such behaviors might include ways they deal with negative responses from other people, daily habits, or even the way they look at others while they're talking. But remember Step 2 above. You do not need to be like anyone else; losing your identity to someone else can destroy self-esteem. However, you can learn skills from others that you can apply to your own life.

4. Read biographies of people you admire, or rent videos on the lives of famous people. You'll be amazed at how many self-esteem hints you can pick up from a good biography. While you are reading or watching, notice any misfortunes the successful person had to overcome – especially those that attack self-esteem. Try to put yourself in the situation and see yourself meeting the challenge.

While you are following the success stories of others, try not to get carried away in just admiring others. That's the same pitfall you need to avoid in Step 3 above. Start to think of self-esteem as something that you already have. You do have it; it's just out of focus. You are out of touch with it. See yourself when reading or watching biographies as discovering a lost treasure: your self-worth. Because a feeling of high self-esteem logically should be there, this mental exercise is quite easy to use.

5. Make a list of your greatest talents. If you draw a blank, ask someone close to you – a friend, significant other, or family member – to help you start the list. Other people often see our good points, talents, and abilities more clearly than we see them ourselves.

Once you have written the list, consider each talent as a section of your new self-concept. Choose the talents you can develop with the least effort, putting them at the top of the list. Self-esteem is amazing in the way it reacts with other parts of our emotions. The entire way you feel about yourself can improve or deteriorate based on just little things. This step allows you to let the little things help rather than hurt you.

6. Stop procrastinating. If you honestly feel you never put things off too long, you can skip this section. Most of us, thought, tend to procrastinate, and procrastination can hurt self-esteem a great deal. When you are not working toward goals, it's every easy for that fact to bring your self-esteem even lower.

7. Find a mentor. A mentor is someone who will walk you through experiences he or she has been through. True mentoring involves two people, both communicating well, one mostly teaching, the other mostly learning. If you can find someone who will work with you in this way, you've discovered an excellent method of building self-esteem.

Mentors, though, are not always available. The next best person is a role model. A role model is someone you can look to for guidance by example, but who isn't necessarily actively interacting with you. such a person can help you, although you are doing most or all of the work.

Remember with both role model and mentors, that these are people who adopting their habits. You need to succeed on your own strength.

8. Avoid surface analysis of yourself and of others. Surface analysis means looking only at the apparent, rather than the underlying, issues of life. Remember that people around you who seem controlled, even smug, could be fighting back pure panic. In Boss Lady's Arrival and Survival Plan, author Jo Foxworth says:

We all know super people who are consistently ignored because they are too shy, too low key, or too naïve to stand up and be noticed. That's where a bit of playacting comes in. pretending not to be frightened is about the only pretense you can get away with and everyone can benefit by falling back on it from time to time.

Don't let people who are better actors than you are make you feel bad about yourself.

9. Use positive self-talk. Schoolchildren for generations have used the proverb: "Sticks and stones can break my bones, but words will never hurt me." Teachers and parents have even taught the saying to children to help them overcome name-calling and teasing. Wrong! The sad truth is that words can and do hurt, and they can do long-term, even permanent damage to people.

Example of Positive Self-Talk

Positive self-talk is a popular method of building self-esteem. In One-minute Self-Esteem, Candace Semigran lists several excellent examples of "affirmations for positive self-esteem," as she calls them.

I am worthy of being loved.
I am loving and caring toward myself and others.
I am happy, healthy, and wealthy in many ways.
I am enjoying my relaxed freedom and heightened energy.
I am taking care of myself with joy and gratitude.
I am loving my healthy, trim, and well-toned body and my perfect weight.
I am bringing success, abundance, and upliftment to all involved in my professional interaction.
I am relaxed, calm, and at peace with myself.
I have all the resources, energy, and time that I need to be an effective person.
I am confidently interacting with people as I am serving, loving, and growing.
I am joyfully and easily creating all of the resources I need to do my life's work.
I am confidently giving of my overflowing love.
Large sums of money come to me quickly, under grace, for the highest good of all concerned.
I am joyfully trusting my heart and loving me and you.
I am comfortably receiving all of the money and resources I need to do my highest level of work.
I am lovable and capable just because I am me.
I am having fun.
I am learning quickly and easily.
I am a worthy, loving radiant being, confidently expressing my love.
I am celebrating my life, creatively sharing my abundance.

Lecture No. 2

Building Positive Attitude

How can you keep a positive attitudes when you are tempted to be discouraged. What if you've given in to the temptation to be negative? What if the environment around you is negative? What about those days when all you have problem after problem? Here are some suggestions that should help, whatever the situation:

Strategy 1. AS much as possible, be positive. Try to see the good points about people even when they have many bad ones. Try to see and discuss the positive of bad situations when possible. When problems come up, look for solution rather than blame. If you've ever worked with someone who always had negative comments, you know how annoying such a person can be. Be the one with the positive attitude, be the optimist.

Strategy 2. Don't get trapped in someone else's negative attitude. You might not be able to change the other person's negative attitude, but you can at least keep it from affecting you. When someone tries to pull you into a negative frame of mind, remind yourself. "This person has a problem. It's his problem, not mine." In some cases, the problem of the other person will be one you can actually help with. Listen carefully, actively, watching for nonverbal clues as well as verbal ones. Remember that there is a real limit to what you can do for the person with a bad attitude. Beware of holding yourself responsible for the other person's problems. You don't need that burden.

Strategy 3. Look for the good qualities in yourself, in others, and your organization. Nearly all environments are mixed: they contain elements of both good and bad. You can choose which parts of another person's behavior, realities in your workplace, or tasks of your job you are going to dwell on. Life on this earth can be seen as an extremely negative reality. No one can deny the great number of negative factors; death and taxes are only two. But people with positive attitudes select the good, try to change the bad when possible, and leave the rest alone.

Strategy 4. Don't let things push you around. Many of us have bad attitudes because we feel helpless. This feeling of helplessness often comes from early childhood experiences.

Strategy 5. Become goal oriented. Few factors can improve your attitude having goals, or definite accomplishments you are striving to achieve. It is a good idea to write down your goals, with time lines for achieving them. When setting personal goals, be sure to set them realistically, just beyond your present grasp, but not outside the realm of possibility. As goals are reached, set new ones. Never stop striving for some new objective.

Source: Lamberton, Lonell and Minor, Leslie, "Human Relations: Strategies for Success", Chicago: Irwin Minor Press, 1998.

Lecture No. 3

Analyzing Emotions

Ethical and moral decisions that we make every day are affected not only our thoughts, but by our emotions as well. To understand that emotionship clearly, let's examine what an emotion is. The definition is more different than you might think. Here are some facets of the emotion that can help our understanding of the relationship between emotional and ethical behavior.

Judgments. Firs, emotions involve value judgments. We are constantly evaluating events, people, and objects in our lives. When someone insulted you, it is your evaluation of the comments as an insult that causes anger. When you feel good about your delivery of a speech, it is because you evaluated your performance and thus achieved that emotions.

Feelings. Second, emotions can be seen as feelings aimed at targets. The difference between emotions and feelings is that feelings simply exists. They are not necessarily aimed at an object or person. Let us suppose that your friend John is angry. You ask him what he's angry about, and he answers that his best friend just insulted him. His anger is quite understable. But his answer is "Gee, I don't really know," his reply seems less reasonable, emotions usually have an object.

Assumptions. Third, emotions rely on the assumptions we make about life. If I feel safe walking along a country road, I am assuming that the route is going to be safe and pleasant. If I feel a rumbling under the road, and man-size cracks in the pavement open up, my new assumptions – based on my knowledge and beliefs about earthquakes – will produce a whole new emotional state. Thus, our assumptions about reality are also an important part of our emotions.

Do your emotions have an ethical backing? Ethical value judgments, ethical targeted feelings, and ethical assumptions together make up what we will call ethical emotions. Our emotions are unethical when they aren't in line with an ethical context.

To ensure that your emotions are moral and appropriate, ask yourself this series of questions:

1. Do I need this emotion? When we receive a negative stimulus, the emotion that results is a choice we make, we are in control. If the emotion is likely to produce more negative than positive results, why choose it? Any one of dozens of possible emotions are available to us at any time.

2. Is the emotion relevant to the situation? Are there other emotions I can choose from that would be of more benefit to all involved over the long term? Are there factors in the situation that have caused me to react differently than I normally would react? And, could this emotion be better expressed later, in a different environment, after I have given it some thought?

3. Is this emotions appropriate to its target? Am I overreacting? In a Monthly Python comedy sketch, a maitre d' stabs himself because a customer has discovered a dirty fork. Though rarely this extreme, our emotions often overshoot the target.

4. Could this emotion damage other people. Will expressing it cause damage to a person or a relationship? If so, is the action worth the emotion.

5. Am I using this emotion as an excuse for something. As mentioned, the exercise of an emotion is a choice we all make. Are you using a tendency toward a certain emotion as an excuse for acting or talking in a damaging manner? For example, "Well, I know I shouldn't have said that, but you know how jealous I am," or, "how much or a temper I have," and so forth. We often use emotional labels fro ourselves, and then justify what we do based upon them.

Emotions, then, are an important component of human relations, and must be examined carefully in terms of ethics and moral choices. We must include both our thought process and our emotions in the formation of ethical choices as we interact daily with others. A truly ethical life involves both heart and mind.

Take an Ethic Test

How do you know whatever you are rationalizing or thinking clearly about ethical issues? An ethics test can help when you are trying to decide among confusing possibilities. One such test was developed at the Center for Business Ethics at Bentley College in Boston. Before either a manager or subordinate makes a decision, he or she should take these six steps.

1. As, Is this right? This question assumes an absolute value of right or wrong: a universal guiding principle such as "Thou shalt no kill," or "Do unto others as you would have them do unto you" (the Golden Rule).

2. Ask, Is this fair? The Golden Rule is a universal measure of fairness. If the tables were turned, would you feel you were being fairly treated?

3. Ask, Who, if anyone, gets hurt? This question is based on the principle of utilitarianism. The other side of this question is "Who stands to gain?" The next question is whether or not this is the person who should gain or less. (Who is deserving?).

4. Ask, Would you be comfortable if your decision were reported on the front page of the newspaper? If this question can only be answered no, ask yourself, Why not? The answer should help you defined the question.

5. Ask, Would you tell your child (or young relative) to do this? In other words, do you believe in this action strongly enough to teach it to an impressionable young person?

6. Ask, How does this "smell"? What does your intuition tell you about this course of action? To a sensible person, certain decisions simply smell bad. If the answer to this question is, "It stinks," explore your own mind to discover why.

This test is useful for questions that involve the gray areas mentioned earlier. If an issue is clearly ethical (or clearly unethical) this test is less useful.

Source: Lamberton, Lonell and Minor, Leslie, "Human Relations: Strategies for Success", Chicago: Irwin Minor Press, 1998.

Lecture No. 4

Traits of High Performing School Principals

Samuel Casey Carter studied the success story of 21 high performing, high poverty schools in United States, majority of them are public schools. The success story of the 21 school heads or principals is (1) the intended result of hard work, (2) common sense teaching philosophies, and (3) successful leadership strategies.

Important Policy Issues

1. Children Regardless of Ethnicity, Socio-Economic Conditions and Income Levels Can Meet High Academic Standards.

    (a) They do recognize that some children may learn at different paces, but they make sure that all children master key subjects, especially Reading, Mathematics and fluency in the English Language;

    (b) They test constantly, for tests are the best way to determine whether each and every child is learning;

    (c) They see testing as an instrument of diagnosis not of discriminational.

    (d) They do not hesitate to require students to repeat grades, if necessary to master the materials;

    (e) They hold teachers to the same high standards they hold students. Teachers who cannot achieve high performance even after training from master teachers must look quickly for another job.

2. Running a Public Schools is One of the Most Important Leadership Positions in the Department of Education.

    a) Excellent leadership created a culture of outstanding academic achievement.
    b) Superb at working with parents and enlisting their active support for the school mission.

c) Skilled administrators who stretch the dollars in their meager budgets and create happy, orderly environment in old worn down buildings.
d) Skills in finding, training and bringing out the best in teachers.
e) Good teachers thrive and develop into great teachers.
f) Finding the right principals, who in turn will find the right teachers, may be more important than reducing class size, modernizing school facilities, or any of the conventional nostrums for improving public education.

3. High Achievement Requires Freedom

a) High Performing principals have enjoyed usual freedom to make important decisions for their school. They have hire and fired teachers.
b) Principals can excel if they are given the opportunity to their jobs as they see fit while being strictly accountable for academic achievement.
c) There will be no excuse for student failure if principals are given both the freedom and the responsibility to make their schools successful.

4. Teacher Training Institutions and Teacher Certification Requirements need a Complete Overhaul.

a) Teacher Training is central to the effectiveness of the public schools.
b) The current certification requirements bear little relation to quality teaching and that teacher education school are woefully inadequate in training teachers.
c) The best head start any poor child can have in rigorous instruction in reading and mathematics beginning in Kindergarten.

5. Parents eagerly Send Their Children to High Performing Schools.

HIGH PERFORMING SCHOOLS SHARE CERTAIN TRAITS AND BEILIEFS

The notably are the following:

a) They are led by strong principals who hold their students and the teachers to the highest standards.
b) Everyone of them believes that children regardless of their ethnicity, socio-economic conditions and income levels can meet high academic standards.

c) They are led by committed, innovative and entrepreneurial individuals.

Seven Common Traits of High Performing School Principals

1. Principals Must Be Free
   a) Without freedom, a school principal is powerless.
   b) Effective principals either are given their freedom or take it for themselves.
   c) Principals whose school develop reputation for academic achievement usually are left alone.
   d) Even on shoestring budgets, effective principals make their school work, but innovation and flexibility are the keys to the their success.

2. Principals use Measurable Goals to Establish a Culture of Achievement
   a) Tangible and Unyielding goals are the focus of high performing schools
   b) Once a principals sets a clear vision for the school, every teacher has to be held personally responsible for enforcing it.

3. Master Teachers Bring Out The Best In a Faculty
   a) Improving the quality of instruction is the only way to improve overall student achievement.
   b) Teacher quality is the single most accurate indicator of a student's performance in school.
   c) Master teachers often head peer evaluations, lead them teaching, devise internal assessment measures, and keep the mission of the school focused on academic achievement.

4. Rigorous and Regular Testing Leads to Continuous Student Achievement
   a) High expectations without a means of measurement are hollow. Testing is the diagnostic tool that best enforces a school's goals.
   b) Regular testing at all levels and in all areas ensures that teaching and learning of the prescribed curriculum are taking place in every classroom.
   c) Principals eliminate all excuses for failure by taking personal responsibility for the success of their children.
   d) As head of the instructional program, the principal does this best by personally monitoring the regular assessment of every child in the school. Teachers quickly learn that they, too, are tested each time they test their students.

Lecture No. 5

Motivating Teachers for Peak Performance

Motivation is the willingness to make an effort toward accomplishment. The word motivation comes from the Latin verb movere, which means to "move". In a sense, we can define motivation as a type of moving or a motion that satisfies the needs of the worker as well as the requirements of the task. To be truly motivated means feeling a need to do. Whatever job needs to be done to reach a goal of purpose. Peter Drucker says, "The purpose of an organization is to enable common men and women to do uncommon things." High motivation makes us want to do those uncommon things.

A large motivating factor on the job is the organizational climate. The climate within an organization can be compared with the physical climate outdoors. Like weather, organizational climate has a great effect on the way we feel and act. Climate is the emotional weather within an organization; it affects worker morale. Morale is the overall mood of a group of people and is based on attitude and satisfaction. Until a few years ago, many people made the false assumption that job morale has to be sacrificed if productivity is to the high. Today, it is generally agreed that climate and morale must work together for a company to function at its best. When the climate of the workplace is positive, morale is good, and high motivation levels are much more likely.

What is Peak Performance?

- ❖ Does not mean a ONCE-IN-A-LIFETIME or ONE-SHOOT EXCEPTIONAL PERFORMANCE.
- ❖ It means CONSISTENT and CONTINUOUS PERFORMANCE.

Peak Performance - those who turn in consistent, high-pay-off performances day in and day-out – have one thing in common. Their drive to excellence comes from inside themselves-they are self-motivated. They have self-responsibility.

Self-responsibility means that you decide:
- ❖ How good you want to be.
- ❖ How hard you want to work.
- ❖ How thoroughly you want to do something.
- ❖ How far you want to go.

A. The consistent, enduring peak performer aims to:
- ❖ Share generously and ,hence, an excellent team player
- ❖ Seek peak performance mentoring when necessary
- ❖ Have a rich and satisfying personal and professional life

B. The Creating PPM (Peak Performance Model) System Consist of three steps.
- ❖ Take total self-responsibility for all your own job performances. Then model that quality and teach your people how to do same thing.
- ❖ Make available to each of your people some very good reasons for wanting to perform at peak.

C. Mentor (which includes counseling and coaching) your people to the point where they are clearly performing at peak. After that you, stay out of their way.

D. Traits of a PEAK Performer:
- ❖ Avails his people of sufficient reasons to want to excel
- ❖ Understands the basic of self-motivation.
- ❖ Sees himself in a service function dedicated to helping each of his people at peak.
- ❖ Learns all he can about how to motivate peak performance
- ❖ Takes, models, and teaches total self-responsibility for one's own performance
- ❖ Offers peak performance mentoring exclusively to his qualified probable peak performers, by request only.
- ❖ Stays out of the way of his peak performers unless his help is sought.
- ❖ Enjoys his managerial life in the peak performance zone.

WIIFM Principle :

"All persons (peak performers and others as well) are motivated, at bottom, by self-interest." Put bluntly, people inevitably ask themselves "What's in it for me? Even you. A self-responsible performer can find a sufficient reason to excel if there's a WIIFM of two (or more) to strike the proper sensitive nerve.

Some of the following WIIFMs are likely to motivate your probable peak performers:

- ❖ Trusting and being trusted
- ❖ A mutual mission
- ❖ A mutual, measurable objective
- ❖ More money
- ❖ Physic income

How can we develop intrinsic Motivation?
- ❖ Enjoyment of work itself
- ❖ Having a "place of the action" – sharing, vision, missions, leadership, authority, and responsibility.

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- ❖ Physic-income

How can we develop intrinsic Motivation?

- ❖ Enjoyment of work itself
- ❖ Having a "piece of the action" – sharing, vision, mission, leadership, authority, and responsibility
- ❖ Pride in performing excellently
- ❖ Proving some secret point to oneself
- ❖ Achievement of a deep-seated value (such as helping another person)
- ❖ Strong belief in the importance of the work one is doing
- ❖ The excitement and pleasure of a challenge
- ❖ Desire to exceeds one's previous level of job performance
- ❖ The promise of "psychic" (as opposed to material) income

Source: *Basic School Management Course – National Educators Academy of the Philippines, Baguio City.*

Lesson No. 6

Approaches to Management Conflict

Conflict is usually seen as a negative factor in the workplace. However, it can we both beneficial and constructive when approached correctly. Many conflicts are the result of misunderstandings and communication breakdowns.

PIPAC

Problem – gap between what is and what should be
– gap which needs to be addressed

Issues and Concerns: are consequences which are results or can be expected to happen if gaps are not addressed.

Possible Causes: can also be problems, but not the major ones; assumed factors that influence the existence of the problem.

Alternative Solutions: Set of alternative to solve the problem.

Chosen Solutions: Most possible alternative after considered all the factors in the solution (people, structure, culture, resources, etc.)

Four Areas of Disagreement

FACTS (present situation or – problem)
METHODS (best ways to achieve the goals)
GOALS (how we would like things to be)
VALUES (long-term goals and qualities we support)

Conditions Fostering Conflict

- ❖ Poorly defined jobs, tasks, responsibility and ranges of authorities.
- ❖ Prior history of conflict between two or more people or groups.
- ❖ Interdepartment relationship that frequently place members at cross purposes; traditional adversary relationship.

Conflict

Advantages:
- ❖ Clarified issues and positions
- ❖ Increases motivation and energy
- ❖ Builds internal cohesiveness
- ❖ Leads to innovation and creativity

- ❖ Increases involvement
- ❖ Improves problem-solving quality
- ❖ Can increase productivity
- ❖ Can prevent stagnation

Liabilities
- ❖ Can distract from goal achievement
- ❖ Causes defensiveness and rigidity
- ❖ Polarizes the groups
- ❖ Distorts reality
- ❖ Decreases productivity
- ❖ Can be debilitating
- ❖ Destroys morale
- ❖ Creates suspicion and distrust

Causes of Conflict

- ❖ Misunderstanding or communication failure
- ❖ Personality clashes
- ❖ Value and goal differences
- ❖ Substandard performance
- ❖ Differences over method
- ❖ Responsibility issues
- ❖ Lack of cooperation
- ❖ Authority issues
- ❖ Frustration and irritability
- ❖ Competition for limited resources
- ❖ Non-compliance with rules and policies

Five Stages of Open Conflict

- ❖ ANTICIPATION (A change is to be made and problems are forecasted)
- ❖ CONSCIOUS BUT UNEXPECTED DIFFERENCES (Rumors are out, but there is no confirmation. People do not like what they hear.)
- ❖ DISCUSSION (Information is presented. Questions are asked. Sides of the questions become open.)
- ❖ OPEN DISPUTES (The principals in the situation confront the sides of the argument. Differing opinions become clear.)
- ❖ OPEN CONFLICT (The conflict sharpens up, with forces mobilizing behind each side of the argument.)

Levels of Conflict

- ❖ Intrapersonal Level (Within the individual) Contradictory, incompatible and impulses with the person.
- ❖ Interpersonal Level (Within the group) Differences in the group members' goals and values, their motivation and interests.
- ❖ Intergroup Level (Within the groups) Divergence between the values and norms of the group and those of certain segments of this community

Dealing with Conflict

- ❖ C-larity; confront problems at an early stage
- ❖ O-pen up
- ❖ N-otes on what to do
- ❖ F-actual presentation; forward thinking; flexible
- ❖ L-isten; lead to agreement; compromise
- ❖ I-nvolvement
- ❖ C-ommunicate; cool under pressure
- ❖ T-hink before action; trust; teach; time mgt.

CRISIS MANAGEMENT

CRISIS is applied to situation which are perceived as involving an immediate threat of unacceptable adverse consequences. It is a term generally applied to a critical situation, a turning point characterized by a sense of urgency.

Elements of Crisis

- ❖ THREAT (A potential hindrance to some state of goal desired by an organization or individual.
- ❖ URGENCY-DECISION (Time is short when the situation will be altered. In the near future after which no decision can be made only under less favorable circumstances.
- ❖ SURPRISE (Refers to lack of awareness by those affected by the crisis, to likely to occur; but is not equated with the lack of a planned response to the situation. Even if plans exist, an individual can still be surprised.

Characteristics of a Crisis Situation

- ❖ A crisis is often a turning point in an unfolding sequence of event of actions.
- ❖ It is a situation in which the requirement for action is high in the mind and planning of participants.
- ❖ It is followed by an important outcome whose consequences and effects will shape the future of the parties to the crisis.
- ❖ It is characterized by a sense of urgency which often produces stress and anxiety among people.

- ❖ It is a circumstance or set of circumstances in which information available to participants is usually inadequate.
- ❖ It is mark by changes in the relations among participants.
- ❖ It increases tension among people.

Pattern of Typical Crisis Management Case

- ❖ Falling to recognize and act upon warning signals, until a crisis actually exits.
- ❖ Employing the most immediate solution.
- ❖ Inability or the unwilling to communicate with the public.
- ❖ Poor managers never rise above the emotional of the crisis.

Effective Crisis Management Method

- ❖ Plan for crisis.
- ❖ The top executive of the organization must be involved.
- ❖ The organization involved should take the initiative in handling the situation.
- ❖ Communicate with the media and the public as soon as possible.
- ❖ Action is required.
- ❖ Identify and address only those changes that have to be tackled immediately.

Crisis Definition

- ❖ It is a significant business/operational description which stimulates extensive news media coverage. The resulting public scrutiny will affect the organization's normal operations and also could have a political, legal, financial and government impact on its business.

Basic Causes of a Business Crisis

- ❖ Acts of God (storms, earthquakes, etc.)
- ❖ Mechanical problems (ruptured, piper, etc.)
- ❖ Human errors (miscommunication about what to do)
- ❖ Management decisions/indecisions (the problem is not serious, nobody will find out)
- ❖ Crisis may either be sudden or smouldering.

RISK

To laugh is to risk appearing the fool
To weep is to risk involvement
To expose feelings is to risk exposing your true self
To place your ideas, your dreams before a crowd is to risk their loss;
To love is to risk not being loved in return;
To live is to risk dying;
To hope is to risk despair;
To try is to risk failure.
But risk must be taken, because the greatest hazard in life
is to risk nothing;

The person who risks nothing does nothing,
has nothing
and is nothing.
They may avoid suffering and sorrow but they
cannot learn,
feel, change, grow or live.
Chained by their certitudes, they are slaves –
They have forfeited their freedom.
ONLY A PERSON WHO RISKS IS FREE...

APPLICATION

Recall a conflict/crisis
encountered in the
school. Prepare a
PIPAC on said conflict/
crisis encountered.

CONFLICT MANAGEMENT

WHEN TO USE THE FIVE CONFLICT MANAGEMENT STYLES

CONFLICT MODE	SITUATION
Competing (Shark)	1. When quick decisive action is vital – e.g. emergencies 2. On important issues where unpopular actions need implementing – e.g., cost cutting, enforcing, unpopular rules, discipline 3. On issues vital to company welfare when you know you are right 4. Against people who take advantage of non-competitive behavior
Collaborating (Owl)	1. To find an integrative solution when both sets of concerns are too important to be compromised 2. When your objective is to learn 3. To merge your objective is to learn 4. To gain commitment by incorporating concerns into a consensus
Compromising (Fox)	1. When goals are important, but not worth the effort/or potential disruption of more assertive modes 2. When opponents with equal power are committed to mutually exclusive goals 3. To achieve temporary settlements to complex issues 4. To arrive at expedient solutions under time pressure 5. As a backup when collaboration or competition is unsuccessful
Avoiding (Turtle)	1. When an issue is trivial or more important issues are pressing 2. When you perceive no chance of satisfying your concerns
Avoiding (Turtle)	3. When potential disruption outweighs the benefits of resolution 4. To let people cool down and regain perspective 5. When gathering information supersedes immediate decision 6. When others can resolve the conflict more effectively
Accommodating (Teddy Bear)	1. When you find you are wrong to allow a better position to be heard, to learn, and to show your reasonableness 2. When issues are more important to others than to yourself – to satisfy others and maintain cooperation 3. To build social credits for later issues 4. To minimize loss when you are outmatched and losing 5. When harmony and stability are especially important 6. To allow subordinates to develop by learning from mistakes

Source: K.W. Thomas, "Toward Multidimensional Values in Teaching: The Example of Conflict Management," Academy of Management Review 2, No. 3, (1977) 484-490.

5 Styles of Managing Conflict

A. The Turtle (Avoiding or Withdrawing)
- Ignores conflict
- Stays away from issues and the person causing the conflict
- Gives up their personal goals and needs
- Feels helpless and hopeless

B. Teddy Bear (Accommodating)
- Relationship is more important than his/her own goals
- Conflict to be avoided for the sake of harmony
- Teddy Bear says: "I'll give up my goals and let you have what you want, in order for you to like me"

C. The Shark (Competition)
- Overpowers opponents to make them accept his solution
- Personal goals/needs are more important than relationships.
- Conflict are settled by one person winning and the other person losing

D. The Fox (Compromising)
- Moderate concern for one's goals and relationships
- Looks for deals or trade offs
- Works for both sides to gain something
- Sacrifices part of his/her goal to find agreement for the common good

E. The Owl (Collaboration/Positive Confrontation)
- Views conflict from a problem-solving perspective
- Seeing win-win solutions
- Looks for solutions that satisfy both parties
- Confronts differences to works to reduce tension between parties

Approaches to Conflict

Withdrawing/Avoiding

The individual tries to avoid directly discussing the conflict to the greatest degree possible, and attempts to "brush off", or to end the discussion at the earlier possible point, without any effort to deal with the conflict or resolve it.

Smoothing

The individual tries to ignore the conflict, to deny its existence or to assure the other party that "everything will work out." Smoothing may also take the form of agreeing to disagree in a friendly way.

Forcing/Win-Lose Battling

The individual uses any and all methods to defeat the other party, to ensure that he triumphs and gets the resolution he desires. This may involve overt or convert threats, including blackmail, or appealing to outside powers for support.

Compromising/Bargaining

The individual seeks to find a way to either split the difference or to find some sort of trade-off that each party can accept, so that while each one gives up something, each also gains. In the best sort of bargain, each party feels that he comes out ahead.

Collaborating/Problem-Solving

The individual attempts to identify some shared goals or values that both parties could agree to, and find ways to use those shared goals or values to work toward resolving the conflict in a creative way that fully meets the needs of both parties.

Lesson No. 7

The Decision-Making Process

Managers whether of schools or of private companies are paid mainly to make decisions. In other words, central to their management functions is decision-making which is adjunct to problem-solving.

Decision makers are expected to be action-oriented individuals whose behavior spells the differences between the progress or stagnation of their organization. Schools which are progressive are managed by dynamic, daring and innovative managers while schools that are low-performing are in most cases managed by timid, conservative and strait-laced administrators. In both cases, the decisions that these managers make or don't make serve as indices of their effectivity as educational leaders.

Steps in the Decision-Making Process

In making a managerial decision, it essential for the decision-maker to follow the prescribed steps of the decision-making process which are summarized as follows:

(1) Define the problem.
(2) Analyze the problem.
(3) Develop the alternatives.
(4) Evaluate alternatives.
(5) Follow up and appraise results.

Define the Problem

The first step in decision-making is to find out what the problem really is; only then should one work toward a solution or answer.

Defining the problem is not an easy task; it is really time-consuming. What appears to be the problem might at best to be merely a symptom which shows on the surface. It is usually necessary to delve deeper in order to locate the real problem and to define it. The reason it helps to take time to define a problem carefully is that sometimes people mistake symptoms for causes. In the case of the student, his poor studying was a symptom of another cause (family difficulties), not the cause of his poor grades. If a plan addresses a symptom rather than the causes of a problem, the desired results will not be attained. It also is important during this stage to avoid scope goading or blaming individual or groups for the problem, which may just engender defensiveness and reduce creative thinking. This is a stage where conflict resolution techniques and

negotiating skills can be very important. Finally, the statement of a problem should not imply that any particular solution is the correct one.

Analyze the Problem

After the problem has been defined, the decision-maker systematically begins to analyze the problem. He starts by assembling facts. He determines how important certain data are and what additional information must be sought. Two helpful tools for identifying the key elements affecting a problem situation are the cause and effect diagram. The cause and effect diagram uses a graphic approach to depict systematically the root cause of a problem, the relationships between different causes, and potentially a prioritization of which causes are most important.

Develop Alternatives

After defining and analyzing the problem, the decision-maker searches for and develops alternative solutions. It is an absolute rule that he should consider as many possible solutions as can reasonably be developed. Alternate choices may not always be obvious, but it is the responsibility of the decision-maker to search for them.

Evaluate Alternatives

The ultimate purpose of decision-making is to selected that specific course of action which will provide the greatest amount of wanted and the smallest amount of unwanted consequences. After developing alternatives, the decision-maker can mentally test each of them by imagining that each has already been implemented. He should try to foresee the probable desirable and undesirable consequences of each alternative. By thinking the alternative through and appraising their consequences, the decision-maker will be in a position to compare the desirability of the various choices.

Follow Up and Appraise Results

After a decision has been reached, specific action is necessary in order to carry it out. Follow-up and appraisal of the consequences of a decision are actually the final stages of the continuing decision-making process. These may take many forms depending upon the nature of the decision, the timing, the costs, the standards, the personnel and many other factors. The important point to recognize is that the task of decision-making is not really complete without some form of follow-up and appraisal of the actions taken. If the consequences turned out well, then the decision was sound; but if the results were opposite of the expectations, then the decision-maker has to start the decision-making process all over again.

Decision-making based on facts, study and analysis of various proposals is still the most generally approved avenue of selection from among alternatives. Better decisions are more likely occur when decision-makers follow the prescribed steps of the decision-making process.

Lesson No. 8
Going Into Problem Analysis

The series of challenged that come almost at regular intervals in a person or an organization's life give fullness and added meaning and dimension to living. These challenges are invariably known as issues, concerns and more commonly, problems. A problem represents a need, a development area, a deficiency or a nagging dissatisfaction over something. It refers to a gap, deviation, or discrepancy between what is and what should be, between what conditions are actually obtaining and the established norm or standard of acceptable performance. Problems are a characteristic feature of the management of an organization like the school.

School managers earn their spurs, so to speak, by the way they deal with problems that cause disruptive effects on school operations. And they opt from among three possible lines of action: face the problem squarely, run away from the problem or pretend the problem does not exist.

Identifying Problems. When a problem arises, a solution is attempted. A problem that is left unattended either becomes more serious or gives rise to other related problems. Many school principals despite long and varied experiences in administration fall in finding appropriate/effective solutions to the "problem". This is because what is addressed by the solution is not the real concern but only its symptoms. It appears therefore that the real crux in dealing with a problem is its identification.

Identifying a problem starts with gathering data and sifting them to separate the relevant from the irrelevant information. This is sometimes known as problem specification. Having thus specified the relevant information enable the person to establish the parameters for the problem which aids in ascertaining gaps/deviations. It is possible that one seemingly simple problem (key problem is actually made up of several smaller related problems (subsidiary problems) which need attention.

Prioritizing Problems. When a certain situation gives rise to several problems, it is necessary to determine which problems should be dealt with first, either because of its primary importance or its solution will automatically remedy the other subsidiary problems. The process of arranging problems on the basis of primacy requires prioritizing.

Problems may be prioritized using the techniques known as the SUG Test. They are evaluated with the use of three criteria.

1. Serious (S) – the impact, consequence, or effect of the problem on the agency and its subsystem.
2. Urgency (U) – the length of time available for the problem to be solved in order not to aggravate the exiting situation.
3. Gravity (G) – the extent to which the problem, if left unattended will give rise to other problems.

Using a scale (1 to 5; 1 to 3; 1 to 1; etc.), each of the problems are rated on the three criteria. (See diagram) The total rating of each serves as the basis for determining which problem takes priority, the higher the total rating, the higher the priority the problem is given.

PROBLEM	S	U	G	TOTAL RATING	
A	5	4	2	11	
B	2	3	3	8	Priority
C	4	2	4	10	Problem
D	3	1	5	9	

In many instances, solving the priority problem remedies also the subsidiary problems because the latter are closely related to the former.

The use of the SUG Test aids in studying a particular group of problems in order to guide the school head to which one of his sections should be directed.

Using the Problem Tree. It happens that a problem is so grave and therefore would need prompt attention. Instead of expending energy, time and effort immediately to attempt to solve the problem, it would be wise to study it closely and intently first. A technical used to analyze a particular problem is the problem tree. The problem tree is a diagrammatic presentation of the analysis of the problem in focus (core problem). The core problem is placed inside a rectangle located in the center of the diagram.

Problem analysis starts by identifying the causes of the core problem. To do this, the WHY questions is used. Let's say that the core problem is: high drop-out rate. Asking the question "What are the causes of high drop-out rate?" will reveal different causes of the core problem such as:

(1) ineffective teachers
(2) home chores of students
(3) lack of drive to study among students
(4) lack of financial support from the family

Analyzing the causes further by applying the WHY question again will disclose other causes of the primary cause. For example: <u>Why are teachers ineffective?</u> May produce the following secondary causes:

(1)   poor pre-service teacher preparation
(2)   **lack of motivation**
(3)   lack of commitment to the problem
(4)   inadequate knowledge of content and strategies

The analysis may be carried on and on depending on the one doing the investigation.

After completing the analysis of causes, the problem tree diagram is made by writing each of the causes in individual rectangles and connecting the secondary causes to the appropriate primary causes and the primary causes to the core problem by using arrows pointing to the core problem. (See diagram A)

If one will think deeply, he will find out that the causes are also problems in themselves but they are low-level and hence are found below the core problem in the problem tree.

After analyzing the problem through its causes, the EFFECT question is used to bring out the different consequences if the problem is left unsolved. The question asked in this particular case is: What are the EFFECTS of the high drop-out rate? Some probable answers are:

(1)   decreased enrolment
(2)   **low participation rate**
(3)   diminished PTCA support for the school
(4)   decrease credibility of the principal

Continuing the analysis, this question involving one of the primary effects may be asked: What is the EFFECT of decreased enrolment?

(1)   transfer of teachers
(2)   lay off of substitutes
(3)   reclassification of the school to a lower category

The effects are written in individual rectangles which are connected to the core problem with arrows proceeding upwards. All effects are found above the core problem in the problem tree and they are classified as <u>high-level problems</u>. (See diagram B)

After the completion of the problem analysis, it would be noticed that the diagram looks like a tree. The crown is made up of effects or high-level problems. The trunk is the core problem. And the root system is composed of causes or low-level problems.

A study of the problem tree will guide the principal in determining the most probable cause of the problem and the likely effects it will bring. He could now direct his energies at attacking that cause in order to solve the problem. If he is not successful, he can move on to other causes until the problem is finally resolved.

Lesson 9

Teachers/Principals Welfare and Benefits

Leave Benefits

Leave Benefits are granted to reward you for continuous services rendered in government. More recently, leave benefits are granted to enable you to recuperate as well as to regain vigor and energy. As a whole, leave laws are intended to promote efficiency, general, welfare and morale within the ranks of government employees.

In general, you and appointive officials up to the level of heads of executive departments, heads of departments, undersecretaries, and other employees of the government, whether permanent, temporary or casual will be entitled to an annual 15 days vacation and 15 days sick leave with full pay. This leave is exclusive of Saturdays, Sundays and public holidays and without limitation as to the number of days of vacation and sick leave that you may accumulate.

Leave of Absence Defined. A leave of absence is a right not to report for work with or without pay for one or more days, with your position held for you until your return. A leave of absence requires authorization and consent of your immediate supervisor and your head of agency or his/her designated representative.

Kinds of Leave

In general, there are two kinds of leave, namely: *vacation leave* and *sick leave*. There are other kinds of leaves such as maternity leave and other specific types which depend on the nature of employment and the type of service rendered to the public.

Vacation Leave

A vacation leave of absence is usually taken for personal reasons and granted depending on the contingency and need of the service. It aims to provide rest and relaxation essential to your mental and physical health. You are entitled to an annual vacation leave of 15 days with pay, excluding Saturdays, Sundays and holidays, with no limit on accumulation. Application for vacant leave is filed in advance. However, granting of vacation leave is discretionary on the part of your agency head or designated authority concerned.

Applications for vacation leave of absence for one full day or more are submitted five days in advance whenever possible, using the prescribed form, stating the effective date of your leave, for action by the proper chief of agency.

Five Days Forced/Mandatory Leave

You are required to go annual on vacation leave, if you have ten days or more vacation leave credits, for a minimum of five working days which need not be successive.

The mandatory annual five-day vacation leave is forfeited if not taken during the year. However, in cases where your scheduled leave has been cancelled in the exigency of the service by the head of agency, the scheduled leave you did not enjoy will no longer be deducted from your total accumulated vacation leave.

If you have an accumulated vacation leave of less than ten (10) days, you have the option to go on forced leave or not. However, if you have accumulated vacation leave of 15 days and you availed of monetization for ten days, you will still be required to go forced leave.

Sick Leave

Sick leave, as the term suggests, is taken on account of your personal sickness or illness of any member of your immediate family which prevents you from reporting for work. Immediate member of the family refers to your spouse, children, parents, unmarried brothers and sisters and any relative living with you under the same roof and dependent upon you for support.

Similar to the vacation leave credits, you earn fifteen (15) days annual sick leave with pay with no limit on accumulation.

All applications for sick leave of absence for one full day or more will use the prescribed form and are filed immediately upon your return from such leave. Notice of absence, however, is sent to your immediately upon your return from such leave. Notice of absence, however, is sent to your immediate supervisor and/or to your office head. application for sick leave in excess of five days is accompanied by a proper medical certificate.

Sick leave is granted only on account of sickness or disability on your part or of any member of your immediately family.

You can pay for sick leave in advance when you have to undergone medical examination or operation or you are advised to rest because of ill health. This fact must be supported by a medical certificate.

In ordinary applications for sick leave already taken, with the duration not exceeding five days, your agency head may determine whether granting sick leave is proper under the circumstances. In case of doubt, he/she may require you to produce a medical certificate.

Further, the approval of your sick leave whether with or without pay is mandatory, provided you present a proof of your sickness and/or disability.

Maternity Leave

Maternity leave is granted to married woman employees in case of pregnancy. It is granted in order to extend to working mothers some measure of financial support and to provide her a period of rest and recuperation during periods of pre-and post-natal care.

Accordingly, If you are a married woman in the government service who have rendered an aggregate of two (2) or more years of service, in addition to the vacation and sick leave granted to you, you are entitled to maternity leave of 60 days with full pay to start on, before or after giving birth, depending on your health. In any case, the delivery or expulsion of the fetus (in case of abortion or miscarriage) should be within the maternity leave period.

If you have rendered less than two (2) years of service, you may only receive full pay for a number of days based on the ratio of 60 days to two (2) years of service.

Example of computation:

Where: x = number of days to be paid
             Y = number of days in the service
         2 years = 720 days

$$\frac{60}{720} = \frac{xy}{y}$$

$$720x = 60y$$

$$x = \frac{60y}{720}$$

$$x = \frac{y}{12}$$

Special Leave Privileges

Heads of agencies may also provide you with any of the following leave benefits such as: personal milestone (birthday, wedding, anniversary and graduation), parental obligations, filial obligation, domestic emergencies, government transaction, calamity/accident funeral/mourning and hospitalization.

You are entitled to a maximum of three days only within a calendar year for the special leave benefits you opt to avail. Such leave benefits are non-cumulative and non-commutable. It means, if you did not avail of this privilege, these will not be added to your leave credits, and will not be converted to cash.

Moreover, you may enjoy these special leave with or without existing or approved collective negotiation agreement or CAN except teachers and those covered by special leave laws.

Paternity Leave

Moreover, Congress also enacted Republic Act 8187 granting seven (7) days *paternity leave* will full pay to all married male employees in the private and public sector effective July 15, 1996, the date the Paternity Leave Act was approved.

As a married male employee, you can avail of this leave for the first four deliveries of your legitimate spouse. In the case of married male employee with more than one (1) legal spouse, he shall be entitled to avail of paternity leave for an absolute maximum of four deliveries regardless of whoever spouse gives birth.
You can enjoy leave on the days immediately before, during or after your child's birth or miscarriage of your legal spouse.

This leave is also non-cumulative and cannot be converted into cash.

Terminal Leave
You may also avail of the money value of your total accumulated leave credits based on your highest salary rate received prior to or upon retirement date/voluntary separation.

Study Leave

You are also entitled to study leave, except if you are a teacher. The study leave is a time off from work not exceeding six months with pay for the purpose of assisting you to prepare for your board or bar examination or to complete your Masteral degree.

Rehabilitation Leave

You may avail of this leave if you incurred wounds or injuries in the performance of your duty. Upon your presentation of a medical certificate, your head of agency shall direct that your absence not exceeding six months be on full pay. You shall also be authorized to receive payment of medical attendance, transportation, subsistence and other hospital fees.

Teachers

As a teacher, you are not entitled to the usual vacation and sick leave credits but to proportional vacation pay (PVP) of 70 days of summer vacation plus 14 days of Christmas vacation. If you have rendered continuous service in a school year without incurring absences without pay of not more than one 1 ½ days, you are entitled to 84 days of proportional vacation pay.

Your vacation service credits refer to the leave credits earned for services you have rendered on activities, during summer of Christmas vacation, as authorized by proper authority. These vacation service credits are used to offset your absence due to illness or to offset proportional deduction in vacation salary due to absences for personal reasons or late appointment. The manner by which you may earn service credits is subject to the guidelines issued by the Department of Education. (DepEd)

Other leave benefits of teachers such as study leave and indefinite sick leave are covered by Section 24 and of RA 4670 (Magna Carta for Public School Teachers).

If you are a day care worker or an appointive employees whose work schedule is the same as that of a teacher, you earn leave credits similar to teachers.

If you are a teacher designate to perform non-teachers functions and you render the same hours of service as other employees, you are entitled to vacation and sick leave.

4. Loyalty Award

If you have rendered at least 10 years of continuous service in particular agency, you are entitled to P300.00 per year of service and every five years thereafter.

5. ACA/PERA

To cushion government employees like you from the impact of high cost of living, the government has provided for additional compensation allowance (ACA) and personal.

Lecture No. 10

EFFECTIVE STRESS MANAGEMENT

Stress is the whole process by which we appraise and respond to events that challenge or threaten us. These responses usually include increased levels of emotional arousal and changes in physiological symptoms, such as increases in perspiration and heart rates, cholesterol levels, or blood pressure. Stress often occurs in situation that are overly complex, demanding or unclear. Stresses are those specific characteristics in individuals, tasks, organizations or environment test pose some degree or threat or challenge to people. Stress can either facilitate or inhibit performance, depending on the situation. Too much stress can take a tool on individuals and organizations that includes decreased health and emotional and organizations that includes decreased health and emotional well-being, reduced job performance, and decreased organizational effectiveness. To prevent stress from becoming so excessive that it takes a toll in some important dimension of your own or your followers' lives, the following guidelines for effective management are provided.

1. Monitor Your Own and Your Followers' Stress Levels

One of the most important steps in managing stress is to monitor your own and your followers' stress levels. Although this seems straightforward, a seemingly paradoxical fact about stress is that it often takes a toll without one's conscious awareness. A person experiencing excessive stress might manifest various symptoms apparent to everyone but him or her. For that reason, it is useful to develop the habit of regularly attending to some of the warning signs that your stress level may be getting too high. Some of the warning signs of stress are in stress symptoms. If you answered yes to any of these questions, then your own or your follower's stress levels may be getting too high and it would probably be a good idea to put some of the following stress management strategies into practice right away. On the other hand, answering some of the questions affirmatively does not necessarily mean your stress level is too high. There could, for example, be some other physiological explanation.

2. Identify What is Causing the Stress

Monitoring your stress will reduce the chances that it will build to an unhealthy level before you take action, but monitoring is not enough. Leaders also need to identify what is causing the stress. It may seem at first that the causes of stress always will be obvious, but that is not true. Sometimes the problems are clear enough even if the solutions are not (e.g., family finances or working in a job with a high workload and lots of deadlines). At other times, however, it may be difficult to identify root problem. For example, a coach may attribute his anger to the losing record of his team, not recognizing that a bigger

cause of his emotional distress may be the problems he is having at home with his teenage son. A worker may feel frustrated because her boss overloads her with work, not realizing that her own unassertiveness keeps her from expressing her feelings to her boss. Problem solving can be applied constructively to managing stress, but only if the problem is identified properly in the first place. Once the problem is identified, then a plan for minimizing stress or the effects of the stressor can be developed.

3. Practice a Healthy Lifestyle

Practicing a healthy lifestyle is one of the best ways to minimize stress. There are no substitutes for balanced nutrition, regular exercise, adequate sleep, abstention from tobacco products, and drinking only moderate amounts of alcohol (if at all) as keys to a healthy life. A long-term study of the lifestyle of nearly 7,000 adults confirmed these as independent factors contributing to wellness and the absence of stress symptoms. Insufficient sleep saps energy, interferes with alertness and judgment, increases irritability, and lowers resistance to illness. Exercise, besides being a valuable part of any long-term health strategy, is also an excellent way to reduce tension.

4. Learn How to Relax

Believe it or not, some people do not know how to relax. Although physical exercise is a good relaxation technique, sometimes you will need to relax but not have an opportunity to get a workout. Having practiced other relaxation techniques will come in handy when the situation prevents strenuous exercise. Also, of course, some people simply prefer alternative relaxation techniques to exercise. Deep-breathing techniques, progressive muscle relaxation, and thinking of calming words and images can be powerful on-the-spot calming techniques to reduce arousal level. They are applicable in stressful situations ranging from job interviews to sports. The effectiveness of these techniques is somewhat a matter of personal preference, and no single one is best for all purposes or all people.

5. Develop Supportive Relationships

Another powerful antidote to stress is having a network of close and support-relationships with others. People who have close ties to others through marriage, church membership, or other groups tend to be healthier than those with weaker social ties. Also, social supports of various kinds (e.g., the supportiveness of one's spouse, co-workers, or boss) can buffer the impact of job stress. Leaders can play a constructive role in developing mutual supportiveness and cohesiveness among subordinates, and their own open and frank communication with subordinates is especially important when a situation is ambiguous as well as stressful.

6. Keep Things in Perspective

As we noted earlier, the stressfulness of any even depends partly on the way one interprets it, not just on the event itself. Foe example, a poor grade on an examination may be more stressful for one student than for another, just as a rebuke from a boss may be more stressful for one student than for another, just as a rebuke from a boss may be more stressful for one worker than for another. This is partly due, of course, to the fact individuals invest themselves in activities to different degrees because they value different things. A problem in an area of heavy personal investment is more stressful than one in an area of little personal investment. It goes deeper than that, however. Managing stress effectively depends on keeping things in perspective. This is difficult for some people because they have a style interpreting events that aggravates their felt stress.

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APPENDICES

Appendix A

LETTER REQUEST FOR APPROVAL OF RESEARCH TITLE

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

May 16, 2003

The Dean
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In my desire to finish my doctoral studies, I have the honor to submit for approval one of the following dissertation problems; preferably No. 1.

1. PERSONALITY TRAITS, LEADERSHIP BEHAVIOR AND SKILLS OF ELEMENTARY SCHOOL PRINCIPALS: BASIS FOR A PROPOSED RETRAINING PROGRAM.

2. LEADERSHIP EFFECTIVENESS AND PERSONALITY TRAITS OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN THE DIVISION OF SAMAR: THEIR IMPLICATIONS TO SUPERVISORY PRACTICES.

3. LEADERSHIP STYLE OF THE PUBLIC ELEMENTARY AND OF THE SECONDARY SCHOOL PRINCIPALS IN THE DIVISION OF SAMAR: A COMPARATIVE STUDY.

Hoping for your favorable approval of any of these problems.

Very truly yours,

(SGD.) **EVANGELINE L. PIMENTEL**
Researcher

APPROVED :

(SGD..) **EUSEBIO T. PACOLOR, Ph.D.**
Dean, College of Graduate Studies

Appendix B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

ASSIGNMENT OF ADVISER

May 16, 2003

Dear: Dr. Pacolor,

Please be informed that you have been designated as adviser of **EVANGELINE L. PIMENTAL** candidate for the degree in Doctor of Philosophy who proposes to write a dissertation on **"PERSONALITY TRAITS, LEADERSHIP BEHAVIOR AND SKILLS OF ELEMENTARY SCHOOL PRINCIPALS: BASIS FOR A PROPOSED RETRAINING PROGRAM."**

Thank you for your cooperation.

Very truly yours,

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

CONFORME :

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Adviser

Appendix C

LETTER REQUEST FOR APPROVAL FOR PRE-ORAL DEFENSE

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

March 4, 2004

The Dean
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam :

I have the honor to apply for Pre-Oral Defense of my Dissertation Proposal entitled: **PERSONALITY TRAITS, LEADERSHIP BEHAVIOR AND SKILLS OF ELEMENTARY SCHOOL PRINCIPALS: BASIS FOR A PROPOSED RETRAINING PROGRAM"** on the date convenient for your office.

Very truly yours,

(SGD.) **EVANGELINE L. PIMENTEL**
Researcher

Recommending Approval :

(SGD.) **EUSEBIO T. PACOLOR, Ph.D**.
Adviser

APPROVED :

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

Appendix D

**LETTER REQUEST FOR PERMISSION TO USE THE COLLEGE's
PERSONALITY TEST 16 PF**

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
Catbalogan IV District
CATBALOGAN IV CENTRAL ELEMENTARY SCHOOL
Catbalogan

April 26, 2004

Dr. Simon P. Babalcon, Jr.
Assistant Schools Division Superintendent
Officer In-Charge
Division of Samar

S i r :

    The undersigned, a doctoral student of Samar State Polytechnic College is currently enrolled in Dissertation Writing and in her way of gathering pertinent data.

    In this regard, she is asking permission from your good office to conduct the Personality Test 16 PF standardized evaluation instrument to the Elementary School Principals in the Division of Samar. The result of the test will be treated with confidentiality and will be used solely for the objective of the study.

    Hoping for your favorable approval on this matter. Thank you and more power.

Very truly yours,

(SGD.) **EVANGELINE L. PIMENTEL**
Doctoral Student

Recommending Approval :

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Adviser

APPROVED :

(SGD.) **SIMON P. BABALCON, JR., Ph.D.**
College President

Appendix E

**LETTER REQUEST FOR PERMISSION TO CONDUCT THE 16 PF
PERSONALITY TEST TO THE ELEMENTARY SCHOOL PRINCIPAL**

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
Catbalogan IV District
CATBALOGAN IV CENTRAL ELEMENTARY SCHOOL
Catbalogan

August 5, 2004

Dr. Teotimo M. Orbeso
Assistant Schools Division Superintendent
Officer-In-Charge
Division of Samar

S i r :

The undersigned, a doctoral student of Samar State Polytechnic College is currently enrolled in Dissertation Writing and in her way of gathering pertinent data.

In this regard, she is asking permission from your good office conduct the Personality Test 16PF standardized evaluation intrument in the Division of Samar. The result of the test will be treated with confidentiality and will be used solely for the objective of the study.

Hoping for your favorable approval on this matter. Thank you and More Power.

Very truly yours,

(SGD.) **EVANGELINE L. PIMENTEL**
Doctoral Student

Noted :

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Adviser

APPROVED :

(SGD.) **TEOTIMO M. ORBESO, LLB., Ed.D., CESO VI**
Assistant Schools Division Superintendent
Officer In-Charge

Appendix F

LETTER REQUEST FOR PERMISSION TO CONDUCT
A DRY-RUN OF SURVEY QUESTIONNAIRE

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
Catbalogan IV District
CATBALOGAN IV CENTRAL ELEMENTARY SCHOOL
Catbalogan

April 26, 2004

The Schools Division Superintendent
Calbayog City Division
Calbayog City

Madam :

In connection with my dissertation entitled "PERSONALITY TRAITS, LEADERSHIP BEHAVIOR AND SKILLS OF ELEMENTARY SCHOOL PRINCIPALS: BASIS FOR A PROPOSED RE-TRAINING PROGRAM," I have the honor to conduct a dry-run of my research instrument to the District Supervisors, Principals and Classroom Teachers in your Division.

Your approval on this request is highly appreciated.

Very truly yours,

(SGD.) **EVANGELINE L. PIMENTEL**
Researcher

NOTED :

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Adviser

Appendix G

**LETTER REQUEST FOR PERMISSION TO CONDUCT THE SURVEY
QUESTIONNAIRE**

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 6, 2004

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

S i r :

I am conducting a research study entitled **"PERSONALITY TRAITS,
LEADERSHIP BEHAVIOR AND SKILLS OF PUBLIC ELEMENTARY SCHOOL
PRINCIPALS: BASIS FOR A PROPOSED RETRAINING PROGRAM"**.

In this connection, I have the honor to request permission from your good
office to administer my questionnaire to the District Supervisors, Principals and their
Teachers in the Division of Samar.

Enclosed herewith are the specific problems that will be answered by this
study and copies of my evaluation instrument.

I hope for your favorable consideration on this request.

Very truly yours,

(SGD.) **EVANGELINE L. PIMENTEL**
Ph.D. Student

APPROVED :

(SGD.) **TEOTIMO M. ORBESO, LLB., Ed.D., CESO VI**
Assistant Schools Division Superintendent
Officer In-Charge

SURVEY QUESTIONNAIRE

(For Principals, District Supervisors and Classroom Teachers)

June 6, 2004

Dear Respondent,

You have been selected as respondent in this research entitled **"PERSONALITY TRAITS, LEADERSHIP BEHAVIOR AND SKILLS OF ELEMENTARY SCHOOL PRINCIPALS: BASIS FOR A PROPOSED RETRAINING PROGRAM."**

I earnestly request your cooperation by answering as honestly and clearly as possible every item in this questionnaire. I assure you that your responses to this questionnaire will be treated with confidentiality, will be used solely for the objective of the study and will not jeopardize you in any way.

I am grateful for your kind assistance and cooperation in this undertaking.

Very truly yours,

(SGD.) **EVANGELINE L. PIMENTEL**
Researcher

Survey Questionnaire
(For the Principal Respondents)

PART I – PERSONAL PROFILE OF THE ELEMENTARY SCHOOL PRINCIPALS

Direction : Kindly complete the following questions by writing in the appropriate space or by checking in the appropriate box for each item.

1. Name (optional) _____ _____
2. Name of your school : _____
3. Age: _____ Sex: _____ 5. Civil Status _____
4. Educational Qualifications :

   ( ) Bachelor's degree
   ( ) With Master's unit
   ( ) Master's degree units _____
   ( ) With Doctoral units
   ( ) Doctoral degree (specify) _____

5. Years in Present Position (specify) _____
6. Performance Rating: Qualitative Rating: _____
           Numerical Rating : _____
7. Seminar and Trainings attended :
     District / Division Level : Number of Days: _____
     Regional Level   : Number of Days: _____
     National Level   : Number of Days: _____

PART II – QUESTIONNAIRE ON LEADERSHIP BEHAVIOR OF PRINCIPALS

For Principals :

Directions : Please rate yourself by checking the appropriate column which corresponds to your answer along consideration and initiating structure.

    Kindly check the appropriate column which corresponds to your answers.

           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
A. Consideration Structure					
1. Keep the teachers informed.					
2. Friendly and approachable.					
3. Find time to listen to teachers.					
4. Put relevant suggestions by teachers into operations.					
5. Look out for the personal welfare of teachers.					
6. Easy to understand.					
7. Speak as the representative of the teachers.					
8. Make attitudes clear to the teachers.					
9. Make the teachers feel at ease when talking with them.					
10. Make sure that his part in the organization is understood.					
11. Treat all teachers as co-workers.					
12. Do little things to make it pleasant to be a member of the staff.					
13. Get teachers approval in important matters before going ahead.					
14. Back up the teachers in their actions.					
15. Get his supervisor to act for the welfare of teachers.					
16. Give advance notice of change.					
17. Willing to make changes.					
18. Let other people assume leadership in the staff.					

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
19. Do personal favor for the teachers.					
20. Keep to himself.					
B. Initiating Structure					
1. Keep the teachers working together as a team.					
2. Let the teachers know what is expected of them.					
3. See to it that the work of the staff members are coordinated					
4. Assign teachers to particular tasks					
5. Ask the teachers to follow standard rules and regulations.					
6. Act as a real leader of the teachers.					
7. Emphasize the meeting of deadlines.					
8. Schedule the work to be done.					
9. Encourage the use of uniform procedure.					
10. See to it that teachers are working to capacity.					
11. Maintain justifiable standard performance.					
12. Try out new ideas with the teachers .					
13. Spokesperson of the teachers.					
14. Get what he asks from his supervisor.					
15. Speak in a manner not to be questioned.					
16. Criticize poor work.					
17. Act without consulting the teachers.					
18. Fail to take necessary acts.					
19. Refuse to explain his actions.					
20. Rule with iron hand.					

Part III - QUESTIONNAIRE ON LEADERSHIP SKILLS OF PRINCIPALS

Direction: Please rate yourself by checking the appropriate column which corresponds to your answer on your leadership skills.

Kindly check the appropriate column which corresponds to your answers.

5 – *Always Practiced*   (AP)
4 – *Often Practiced*   (OP)
3 – *Sometimes Practiced*   (SP)
2 – *Rarely Practiced*   (RP)
1 – *Never Practiced*   (NP)
1 – Never   (N)

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
A. Human Relation Skills					
1. Cordial and respectful in dealing with the transacting public.					
2. Has the respect and acceptance of superiors, peers and subordinates.					
3. Responds positively to the grievances/complaints, requests and expectations of the public, superiors and subordinates.					
4. Can easily adjust to the different personalities, ranks and informal groups in the organization.					
5. Serves as a model of positive and desirable behavior/characteristics in school and in community.					
6. Shows enthusiasm in providing the public with the appropriate responses and assistance they sought for.					
7. Provides reinforcement for the high performance of teachers through appropriate motivations, recognitions and rewards.					
8. Maintains harmonious relationships with the people both in the workplace and in the community.					
9. Adjusts to the variety of personalities, rank and information groups present in the organization.					
10. Responds to the requests, demands and expectations of the superior.					

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
B. Technical Skills					
1. Utilizes resources, manpower and materials for the improvement and realization of school programs and projects.					
2. Observes and supervises the teaching of subjects, evaluates teaching procedures and sees that they comply with instructional requirements.					
3. Demonstrates instructional skills and practices.					
4. Knows how to operate a typewriter, mimeographing machine, xerox copier, computer and other school equipment.					
5. Provides guidance on the teachers on how to assess or measure goal accomplishment.					
6. Analyzes classroom observation data to improve instruction.					
7. Evaluates fairly the accomplishments of teachers.					
8. Capitalizes on human assets by appropriate training and development programs especially in new teaching technologies.					
9. Solves technical problems.					
10. Provides efficient effective educational services.					
C. Conceptual Skills					
1. Leads in the development and implementation of educational programs and projects in the school.					
2. Directs the organization of classes, determines and assigns the teaching loads of teachers.					
3. Coordinates in order to come up with services/programs for the educational growth and development of the students and teachers.					
4. Applies imagination and creativity by improving problem-solving and decision-making skills.					

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
5. Helps provide for the accommodation of students based on the availability of classrooms and other school facilities.					
6. Plans for the conduct/ development of programs for the curricular/extra curricular activities.					
7. Ensures that teachers' activities reflect the school's/division's goals, policies and directives.					
8. Presents ideas clearly and persuasively in both oral and written communication through a developed skill as communicators.					
9. Coordinates and cooperates with the community and other agencies.					
10. Anticipates trends, changes needs and problems, re-adjusting and reallocating as appropriate.					

Legend :

5 – Always Practiced (AP)
4 – Often Practiced (OP)
3 – Sometimes Practiced (SP)
2 – Rarely Practiced (RP)
1 – Never Practiced (NP)
1 – Never (N)

Survey Questionnaire

PART I – QUESTIONNAIRE ON LEADERSHIP BEHAVIOR OF PRINCIPALS

For Teachers/District Supervisors Respondent

Direction : Below are indicators describing the leadership behavior being employed by the principal in your school. To what extent are these indicators practiced by your principal.

Kindly check the appropriate column which corresponds to your answers.

5 – Always   (A)
4 – Often   (O)
3 – Sometimes   (So)
2 – Rarely   (R)
1 – Never   (N)

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
A. Consideration Structure					
1. Keep the teachers informed.					
2. Friendly and approachable.					
3. Find time to listen to teachers.					
4. Put relevant suggestions by teachers into operations.					
5. Look out for the personal welfare of teachers.					
6. Easy to understand.					
7. Speak as the representative of the teachers.					
8. Make attitudes clear to the teachers.					
9. Make the teachers feel at ease when talking with them.					
10. Make sure that his part in the organization is understood.					

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
11. Treat all teachers as co-workers.					
12. Do little things to make it pleasant to be a member of the staff.					
13. Get teachers approval in important matters before going ahead.					
14. Back up the teachers in their actions.					
15. Get his supervisor to act for the welfare of teachers.					
16. Give advance notice of change.					
17. Willing to make changes.					
18. Let other people assume leadership in the staff.					
19. Do personal favor for the teachers.					
20. Keep to himself.					
B. Initiating Structure					
1. Keep the teachers working together as a team.					
2. Let the teachers know what is expected of them.					
3. See to it that the work of the staff members are coordinated					
4. Assign teachers to particular tasks					
5. Ask the teachers to follow standard rules and regulations.					
6. Act as a real leader of the teachers.					
7. Emphasize the meeting of deadlines.					
8. Schedule the work to be done.					
9. Encourage the use of uniform procedure.					

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
10. See to it that teachers are working to capacity.					
11. Maintain justifiable standard performance.					
12. Try out new ideas with the teachers .					
13. Spokesperson of the teachers.					
14. Get what he asks from his supervisor.					
15. Speak in a manner not to be questioned.					
16. Criticize poor work.					
17. Act without consulting the teachers.					
18. Fail to take necessary acts.					
19. Refuse to explain his actions.					
20. Rule with iron hand.					

PART II – QUESTIONNAIRE ON LEADERSHIP SKILLS OF PRINCIPALS

Directions: Please rate objectively the leadership skills of the principal in your school along Human Relation, Technical and Conceptual Skills using the five-point scale below:

Kindly check the appropriate column which corresponds to your answers.

Legend :

5 – Always Practiced   *(AP)*
4 – Often Practiced   *(OP)*
3 – Sometimes Practiced   *(SP)*
2 – Rarely Practiced   *(RP)*
1 – Never Practiced   *(NP)*
1 – Never   *(N)*

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
A. Human Relation Skills					
1. Cordial and respectful in dealing with the transacting public.					
2. Has the respect and acceptance of superiors, peers and subordinates.					
3. Responds positively to the grievances/complaints, requests and expectations of the public, superiors and subordinates.					
4. Can easily adjust to the different personalities, ranks and informal groups in the organization.					
5. Serves as a model of positive and desirable behavior/characteristics in school and in community.					
6. Shows enthusiasm in providing the public with the appropriate responses and assistance they sought for.					
7. Provides reinforcement for the high performance of teachers through appropriate motivations, recognitions and rewards.					
8. Maintains harmonious relationships with the people both in the workplace and in the community.					
9. Adjusts to the variety of personalities, rank and information groups present in the organization.					
10. Responds to the requests, demands and expectations of the superior.					
B. Technical Skills					
1. Utilizes resources, manpower and materials for the improvement and realization of school programs and projects.					
2. Observes and supervises the teaching of subjects, evaluates teaching procedures and sees that they comply with instructional requirements.					

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
3. Demonstrates instructional skills and practices.					
4. Knows how to operate a typewriter, mimeographing machine, xerox copier, computer and other school equipment.					
5. Provides guidance on the teachers on how to assess or measure goal accomplishment.					
6. Analyzes classroom observation data to improve instruction.					
7. Evaluates fairly the accomplishments of teachers.					
8. Capitalizes on human assets by appropriate training and development programs especially in new teaching technologies.					
9. Solves technical problems.					
10. Provides efficient effective educational services.					
C. Conceptual Skills					
1. Leads in the development and implementation of educational programs and projects in the school.					
2. Directs the organization of classes, determines and assigns the teaching loads of teachers.					
3. Coordinates in order to come up with services/programs for the educational growth and development of the students and teachers.					
4. Applies imagination and creativity by improving problem-solving and decision-making skills.					
5. Helps provide for the accommodation of students based on the availability of classrooms and other school facilities.					
6. Plans for the conduct/ development of programs for the curricular/extra curricular activities.					

Indicators	AP 5	OP 4	SP 3	RP 2	NP 1
8. Presents ideas clearly and persuasively in both oral and written communication through a developed skill as communicators.					
9. Coordinates and cooperates with the community and other agencies.					
10. Anticipates trends, changes needs and problems, re-adjusting and reallocating as appropriate.					

Legend :

5 – Always Practiced   (AP)
4 – Often Practiced   (OP)
3 – Sometimes Practiced (SP)
2 – Rarely Practiced   (RP)
1 – Never Practiced   (NP)
1 – Never   (N)

Evaluation Questionnaire on Training Program

Directions : Please check (/) the box which describes your evaluation of each of the activity areas. Your rating will help us identify areas of improvement. Thank you.

Area	Criteria	RATING				
		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
1. Objectives	1. Clarity of Statements 2. Timeliness 3. Attainable					
B. Content	4. Relevant 5. Flexibility 6. Interesting 7. Important					
C. Materials	8. Handouts 9. Audio-Visual Aids 10. Equipment					
D. Lecturers/Resource Person/Facilitators	11. Subject matter mastery 12. Have the ability to keep participants' attention 13. Interaction/Rapport with students 14. Communication Skills 15. Time management 16. Relate subject matter to current issues					
E. Schedule of Activities	17. Time allotment 18. Flexibility					
F. Venue	19. Free from distraction 20. Ventilation/lighting					

APPENDIX H

COEFFICIENT FO CORRELATION OF THE MEASURING INSTRUMENT

Respondents	First Test (X)	Second Test (y)
1	3.9	3.9
2	4.0	4.0
3	4.0	4.1
4	4.1	4.0
5	3.8	3.9
6	4.1	4.1
7	4.0	4.0
8	4.2	4.2
9	4.1	4.0
10	3.9	3.8
11	4.3	4.3
12	4.2	4.2
13	4.4	4.4
14	4.1	4.2
15	3.9	3.9
16	4.0	4.1
17	4.2	4.0
18	4.1	4.0
19	4.3	4.3
20	4.2	4.2

$\Sigma x = 81.8$ $\Sigma xy = 81.6$

$\Sigma x^2 = 335.02$ $\Sigma y^2 = 333.40$

$\Sigma xy = 334.15$ $\Sigma y = 0.87$

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	**EVANGELINE L. PIMENTEL**
Address	:	Purok 2, Brgy. Maulong Catbalogan, Samar
Date of Birth	:	November 26, 1956
Place of Birth	:	San Jose de Buan, Samar
Civil Status	:	Married
Spouse	:	Reynaldo Y. Pimentel
Children	:	Robinson, Agustina, Reynalyn
Religion	:	Roman Catholic
Present Position	:	Elementary School Principal 1
Station	:	Catbalogan IV Central Elementary School Catbalogan IV District

EDUCATIONAL BACKGROUND

Elementary . . . . Camanhagay Elementary School
San Sebastian, Samar
1962-1968

Secondary . . . . Samar National School
Catbalogan, Samar
1968 – 1972

College . . . . Samar College
Catbalogan, Samar
1972 – 1976

Graduate . . . . Samar State University
Catbalogan, Samar
1999

Curriculum Pursued . . . . Master of Arts

<div align="right">(Guidance and Counseling)</div>

Post Graduate Studies . . . . Samar State University
Catbalogan, Samar
2000 to date

Curriculum Pursued . . . . Doctor of Philosophy
(Educational Management)

CIVIL ELIGIBILITY

Professional Board Examination for
   Teachers (PBET) . . . . May 25, 1980
Tacloban City

HONORS AND AWARDS RECEIVED

Outstanding Teacher. . . . . Regional Award
December 15, 1995
Tacloban City

First Placer Coach . . . . Copyreading and
Readline Writing
(Elementary)
October 21-22, 1998
Catbalogan, Samar

Third Placer Coach . . . . Newswriting (English)
Elementary Level
October 21-22, 1998
Catbalogan, Samar

First Placer Coach . . . . District Quiz Bee in
Listening and Reading
Comprehension
(Intermediate Level)
September 15, 1997

Bronze Medal of Merit . . . . Boy Scouts of the Phil.
Samar Council
October 31, 2003

Demonstration Teacher . . . . Special Division-Based BEC
Training
June 10-14, 2002
Redaja Hall, DepEd
Catbalogan, Samar

TRAININGS, SEMINARS AND WORKSHOP ATTENDED

Division Seminar-Workshop on Item Analysis and Test Validation. July 4-5, 2000, BSP Bldg., Catbalogan, Samar.

Reading Education Training Program on the Division Level (Batch II). July 19-23, 2000, Redaja Hall, Catbalogan, Samar.

Basic School Management Course (BSMC) for Administrators and MT's Shifting to Administrators Track. December 11-20, 2000, Ecotech Center, Lahug, Cebu City.

Training Program on the 2002 Basic Education Curriculum Reform and Its Implementation. April 25-27, 2002, Redaja Hall, Catbalogan, Samar.

Division Conference-Workshop on Mathematics Instruction and Supervision. October 18, 2002, Calbiga National High School, Calbiga, Samar .

Division Training on New Directions in the Teaching of Reading. October 26-27, 2002, Motiong Central School.

Division Training on Effective Instructional Managers. December 16-17, 2002, Redaja Hall, Catbalogan, Samar.

Advocacy on Child-Friendly School System to DepEd and Non-DepEd Stakeholders. February 28, 2003, Redaja Hall, Catbalogan, Samar.

District Training in Elementary Mathematics. June 9-10, 2003, Hinabangan Central School, Hinabangan, Samar.

Division Echo-Training of Trainers for the Empowerment of Principals on School Based Primary Health Care System. July 21-22, 2003, Redaja Hall, Catbalogan, Samar.

Assessment and Evaluation of Learning and Reporting of the Students Progress in Public Elementary Schools. October 29-30, 2003, Redaja Hall, Catbalogan, Samar.

Orientation-Seminar on Phil-IRI. January 19, 2001, Redaja Hall, Catbalogan, Samar.

Seminar in Grade I on the Revised Early Childhood Education Curriculum. May 26-27, 2004, Catbalogan IV CES, Catbalogan, Samar.

Division Training for School Heads and MTs on Pupil/Student Assessment. June 17, 2004, Redaja Hall, Catbalogan, Samar.

Consultative Conference and Dialogue on Student Teaching. July 16, 2004, Redaja Hall, Catbalogan, Samar.

Regional Conference of Education Stakeholders. November 11, 2004, RELC, Government Center, Candahug, Palo Leyte.

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