

**PERSONALITY ATTRIBUTES OF PUBLIC ELEMENTARY SCHOOL HEADS
IN RELATION TO TEACHERS' PERFORMANCE IN SAMAR
DIVISION: A PROPOSED TRAINING DESIGN
ON PERSONALITY ENHANCEMENT**

A Dissertation

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Samar State University
Catbalogan City, Samar

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

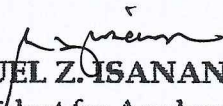
MICHELLE L. MUSTACISA
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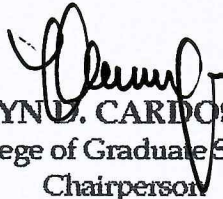
In partial fulfilment of the requirements for the degree, **DOCTOR OF PHILOSOPHY (Ph.D.)**, this dissertation entitled **"PERSONALITY ATTRIBUTES OF PUBLIC ELEMENTARY SCHOOL HEADS IN RELATION TO TEACHERS' PERFORMANCE IN SAMAR DIVISION: A PROPOSED TRAINING DESIGN ON PERSONALITY ENHANCEMENT"**, has been prepared and submitted by **MICHELLE L. MUSTACISA**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

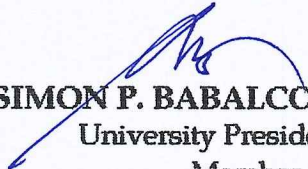
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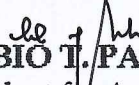
Date


MANUEL Z. ISANAN, Ph.D.
Vice President for Academic Affairs,
Samar College
Adviser


Approved by the Committee on Oral Examination on March 13, 2011 with a rating of **PASSED**.


MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies, SSU
Chairperson


SIMON P. BABALCON, JR., Ph.D.
University President, SSU
Member


EUSEBIO T. PACOLOR, Ph.D.
Vice President for Academic Affairs, SSU
Member


JOSE S. LABRO, Ph.D.
Vice President for Administrative Affairs, SSU
Member


GAIL B. VELARDE, Ph.D.
Dean, College of Education, SSU
Member

Accepted and approved in partial fulfilment of the requirements for the degree, **Doctor of Philosophy (Ph.D.)**, major in **Educational Management**.

July 29, 2019

Date


ESTEBAN A. MALINDOG, JR., Ph.D.
Dean, College of Graduate Studies, SSU

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MICHELLE` LOCHING-MUSTACISA



DEDICATION

To my children who are my
source of inspiration,

and

To my husband for his constant
inspirations and encouragement.

This humble work is
wholeheartedly
dedicated.

ABSTRACT

The study determined the personality attributes of public elementary school heads and their relationship to teachers' performance in the Division of Samar for school year 2010-2011. The results were used as bases for a proposed training design on personality enhancement. This study used the descriptive-developmental research design that determined the significant differences among the three groups of respondents on the personality attributes of elementary school heads. Along the personality attributes in terms of creativity, the indicator under this were the following with their corresponding average weighted means: 1) takes the initiative in devising ways and means of helping teachers and students in achieving high educational performance (4.38); 2) develops creative solutions and new insights into problem (4.29); 3) respond with resourcefulness to new people and situations (4.27); 4) is imaginative, innovative and dynamic (4.22); and experiments with new approaches to situations/problems (4.20). The three groups of respondents differed in their perceptions as to the personality attributes of the elementary school heads along honesty/integrity, initiative, and flexibility/adaptability. The performance of the elementary school teachers based on the NCBTS showed a direct proportional relationship. This meant that the higher the NCBTS performance of elementary school teachers, the more favourable the personality attributes of the school heads. For those elementary school heads who were not able to met the basic requirements, it is

recommended that they pursue a masteral degree for their professional and career advancement.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The school head, being the most important person in school, will be successful in his administration, if he knows how to lead and manage. He is compared to a captain of the ship or a pilot to an aircraft by travelling smoothly so they and others can do their jobs creatively and reached their point of destination safe and sound.

Each of the abovementioned situations requires an individual who can manage successfully his assigned tasks. Although it is true that physical and natural environment can be factors in achieving a certain goal, the head or the commander grabs the large share in successfully achieving a certain task. It should be clear that the principal reasons of successfully achieving a certain goal is the influence, the frequency, intensity, the content and context, of interpersonal encounters and relationships. For, basically it is persons who affect persons, not structural arrangements. Arrangements can enable or inhibit, but their impact in and of themselves is limited.

Locke (1991:24-34) had emphasized that successful leaders should possess the following personality traits: 1) honesty/integrity; 2) self-confidence; 3) originality/creativity; 4) flexibility/adaptability; and, 5) charisma.

Focusing on school situation, indeed, the school heads have major tasks to fulfill in order to guide teachers, pupils, and the school as a whole into its full effectiveness. The school heads' decisions and the kind of relationship he offers to his subordinates contribute to the improvement or to the destruction of teachers' performance.

Martires (1992:79) pointed out that teachers become productive when their school heads keep interpersonal relationship pleasant, provide encouragement and support, stimulate self-directions, and increases interdependence among members. Abenales (1993:38) added that, for a teacher to do his job well, a school administrator should be humane enough to accept teachers for what they are. He should consider that every man is a potential source of goodness, genuine love, concern and appreciation for those under him. He must consider that human beings are not the same as they are endowed with different physical and intellectual attitude. He also emphasized that there is always room for improvement as far as the relationship between administrator and teachers is concerned and that improvement could be best achieved where there is human interaction, when the administrator communicate desirable images and values to the teacher, when the sense of togetherness and spirit of mutual concern is developed and when administrator makes attempts to communicate expectations and personal professional acceptance of the teachers.

Paculan (1999:5) disclosed that the present goal in both elementary and secondary levels is 75.00 percent proficiency level. It is worthy to note that the

results of the August 2010 National Achievement Test (NAT) for Grade VI, the overall Mean Percentage Score (MPS) of the Division of Samar in the four subject areas was 82.37, which showed that it was above the proficiency level set by the Department of Education (DepEd). The following were the results in each subject area: Filipino had an MPS of 85.38, Heograpiya, Kasaysayan at Sibika, 85.13, English, 83.36, and Science, 76.41.

But, in spite of being a division performer in Region VIII, there were still 68 elementary schools out of 365 elementary schools tested in the 2009-2010 NAT which did not meet the 75.00 percent mastery level. This results cause an alarming status of all educational stakeholders. They could only conclude that there is something missing in the present educational system.

The researcher firmly believed that there are certain factors that are causing the negative aspect of the educational system. Some of these factors are the personality attributes of the elementary school heads and the quality of teaching of the elementary school teachers. The researcher had observed that the performance of the teachers and the academic performance of the pupils were low if the school head will manifest in his/her day to day activities in school which are discouraging, not enthusiastic, and does not provide concrete assistance for teachers and where decisions are made by himself/herself alone in an autocratic atmosphere.

It is with this premise that the researcher conducted this study in order to assess the personality attributes of the elementary school heads and the

performance of the elementary school teachers so that they would be aware of the personality attributes and the teaching skills that they must possess in order that they will become instruments for the achievement of quality education.

Statement of the Problem

The study determined the personality attributes of public elementary school heads and their relationship to teachers' performance in the Division of Samar for school year 2010 – 2011. The results were used as bases for a proposed training design on personality enhancement.

Specifically it sought to answer the following questions:

1. What is the profile of the elementary school heads in the Division of Samar with respect to:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 educational qualification;
- 1.4 years of teaching experience;
- 1.5 years of administrative experience;
- 1.6 years in present position;
- 1.7 number of personnel supervised;
- 1.8 in-service trainings attended, and
- 1.9 average family income per month?

2. As perceived by the district supervisors, public elementary school heads and teachers, what are the personality attributes of the elementary school heads, in terms of:

- 2.1 honesty/integrity;
- 2.2 creativity;
- 2.3 charisma;
- 2.4 self-confidence;
- 2.5 initiative; and,
- 2.6 flexibility/adaptability.

3. Are there significant differences among the perceptions of the three groups of respondents on the personality attributes of the public elementary school heads in terms of the aforesaid personality attributes?

4. Is there a significant relationship between the personality attributes of the public elementary school heads and their profile?

5. What is the average performance rating of the elementary school teachers for the last three years based on the Revised Performance Appraisal System for Teachers (RPAST)?

6. What is the performance of the elementary school teachers based on the National Competency-Based Teacher Standards (NCBTS) along the following domains:

- 6.1 social regard for learning;
- 6.2 learning environment;

- 6.3 diversity of teachers;
- 6.4 curriculum;
- 6.5 planning, assessing, and reporting;
- 6.6 community linkages, and
- 6.7 personal growth and professional development?

7. Are there significant relationships between the personality attributes of the public elementary school heads and the teachers' performance in the:

- 7.1 RPAST, and
- 7.2 NCBTS?

8. What personality training design for elementary school heads may be evolved based on the findings of this study?

Hypotheses

The following hypotheses were tested in this study:

1. There is no significant differences among the perceptions of the three groups of respondents on the personality attributes of the elementary school heads in terms of the following personality attributes:

- 1.1 honesty/integrity;
- 1.2 creativity;
- 1.3 charisma;
- 1.4 self-confidence;

- 1.5 initiative, and
- 1.6 flexibility/adaptability.

2. There is no significant relationship between the personality attributes of the elementary school heads and their profile as to:

- 2.1 age and sex;
- 2.2 civil status;
- 2.3 educational qualification;
- 2.4 years of teaching experience;
- 2.5 years of administrative experience;
- 2.6 years in present position;
- 2.7 number of personnel supervised;
- 2.8 number of trainings attended; and,
- 2.9 average family income per month.

3. There is no significant relationship between the personality attributes of the public elementary school heads and their teachers' performance based on the:

- 3.1 RPAST, and
- 3.2 NCBTS.

Theoretical Framework

This study was anchored on a number of theories and principles. The personality trait theory which is Al Port Trait Theory (Feldman, 1996: 474 - 475)

suggests that there are three basic categories of traits: cardinal, central, and secondary. A cardinal trait is a single personality trait that directs most of a person's activities. For example, a totally self-less woman might direct all her energies toward humanitarian activities; an intensely power hungry person might be driven by an all-consuming need for control. Other examples 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. Central traits, such as honesty and sociability, are the major characteristics of an individual. Finally, secondary traits are characteristics that affect behavior in fewer situations and are less influential than central or cardinal traits. For instance, a preference for ice cream or a dislike of modern art would be considered secondary traits.

Using factor analysis, which is a method of summarizing the relationships among a large number of variables into fewer, more general patterns, personality trait theorists Eysenck and Eysenck (1985) came up with the foregoing conclusion about the nature of personality. They found that personality could best be described in terms of just two major dimensions: introversion-extroversion and neuroticism-stability. At one extreme of the introversion-extroversion dimension are the introverts (people who are anxious, frigid, sober, pessimistic, reserved, unsociable and quiet) and at the other one the extroverts (optimistic, active, sociable, outgoing, talkative, responsive, easy going, lively

and carefree). Independent of this dimension, people can be rated as neurotic (touchy, restless, aggressive, excitable, changeable and impulsive) versus stable (careful, thoughtful, peaceful, controlled, reliable, even-tempered and calm).

Locke (1991: 24-34) stated that the following are the personality traits of successful leaders, namely: 1) Honesty/Integrity are undisputed virtues in all individuals, including followers, but they have a special significance as traits form leaders. Studies show that without them, the whole enterprise of leadership is undermined. Integrity is defined as a correspondence between word and deed and honesty refers to being truthful or non-deceitful; 2) Self-confidence is a necessary trait for successful leadership which is undisputed. A person riddled with self-doubt when faced with challenges and responsibilities is not able to take the necessary actions or to command the respect of others; 3) Originality/Creativity, effective leaders may able to overcome their own personal lack of imagination or originality by inspiring others to suggest creative ideas. A leader can still be effective with good ideas that are borrowed rather than the original. He may need only to nurture the creativity in others rather than possess it themselves-to be effective; 4) Flexibility/Adaptability, flexibility (defined as adjusting to situations) is associated with leadership capacity in a number of studies reviewed by Bass (1990). Without flexibility, leaders may become set in their ways, isolated with fixed ideas and unable to adapt to changes in the environment and organization, and 5) Charisma, those who were perceived to be charismatic were simply more animated than others. They smiled

more, spoke faster, pronounce words clearly and moved their heads and bodies more often. They were also more likely to touch others during greetings. Charisma can better be understood as human expressiveness.

Conceptual Framework

Figure 1 shows the schematic conceptual framework of the study.

The base of the paradigm is the research environment of the study which covered all the complete elementary schools of the Division of Samar.

The next frame refers to the subject of the study – the elementary school heads. First, the researcher elicited information on the profile of the elementary school heads such as age, sex, civil status, educational qualification, number of years in teaching experience, number of years in administrative experience, number of trainings attended, average family monthly income and number of personnel supervised. Then, the personality attributes were determined based on the perceptions of the three groups of respondents, namely: the district supervisors, elementary school heads and teachers. The personality attributes were determined based on the following parameters: honesty/integrity, creativity, charisma, self-confidence, initiative, and flexibility/adaptability. And, the third one is to determine the average performance ratings of the teachers for the last three years (2007-2010) based on the Revised Performance Appraisal System. For Teachers (RPAST) and the National Competency- Based Teacher

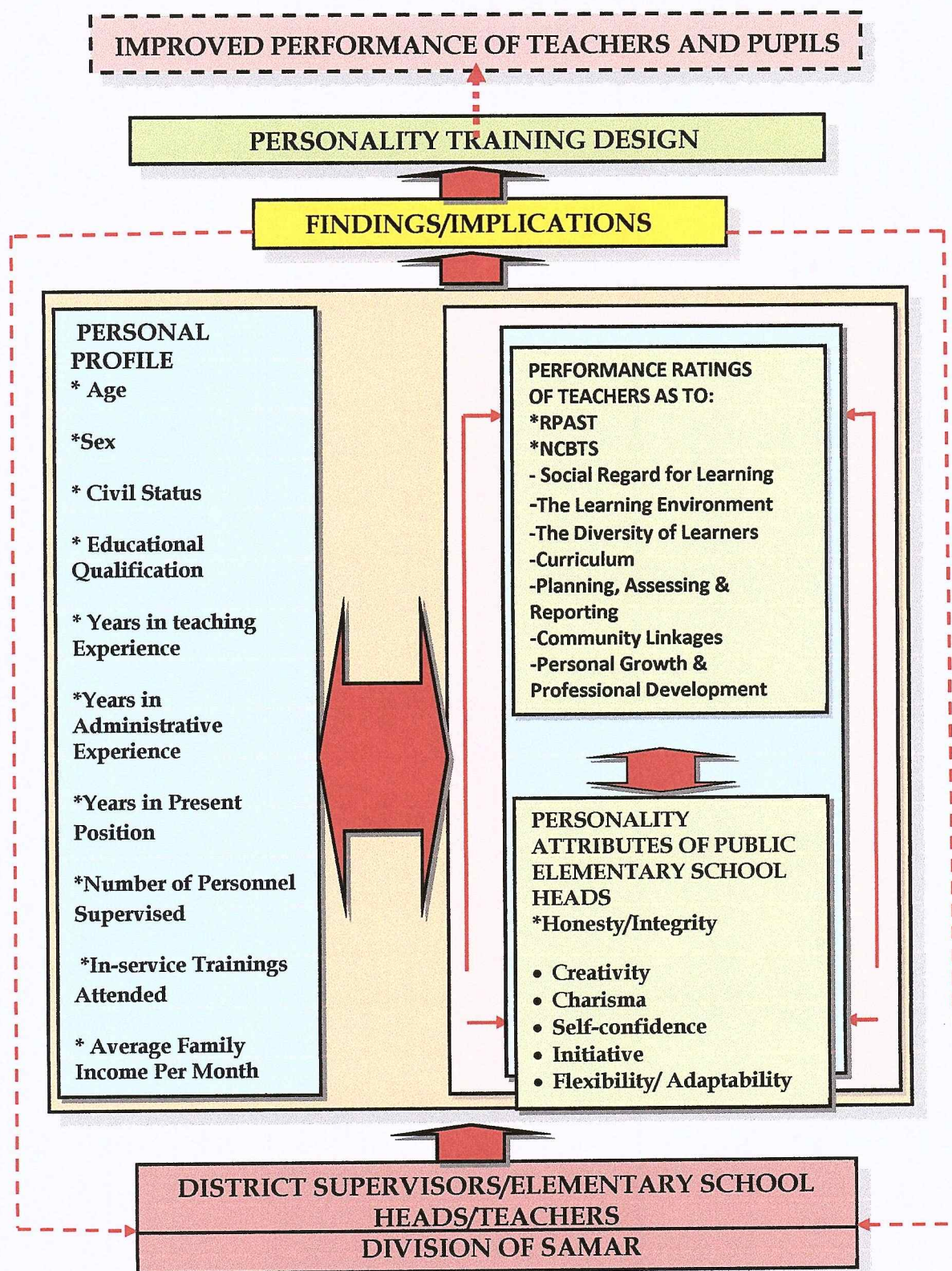


Figure 1. Conceptual Framework of the Study

Standards (NCBTS) for school year 2009-2010 on the following domain: social regard of learning, learning environment, diversity of teachers, curriculum, planning, assessing, and reporting, community linkages, and personal growth and performance development. This is represented by the two-way arrows running in between the boxes representing the respondents of the study.

The second process that was employed in this study was the correlation between the personality attributes along the respective parameters of the respondents of the study and their profile as shown by the horizontal arrow and the arrow connecting the personality profile and the performance ratings of the teachers for the last three years (2007-2010) based on the Revised Appraisal System for Teachers (RPAST) and the National Competency-Based Teacher Standards (NCBTS) and their domains for school year 2009-2010. The arrow connecting the findings and implications and the research environment showed the feedback mechanism that gave the assurance of achieving the ultimate goal of the study.

As presented in the next uppermost frame, the researcher then analyzed the results obtained in this study. The findings had drawn implications which were the bases in making the personality development training design for elementary school heads. Hopefully, the training design will be used by elementary school heads in improving the performance of the teachers.

Significance of the Study

The importance of studying the personality attributes of elementary school heads and the performance of teachers could bring about an efficient and productive school organization. Knowledge of the personality attributes and performance of teachers should be known to the different stakeholders so as to enable the elementary school heads to provide conditions which are favorable to a maximum efficiency.

Furthermore, this study would be beneficial to the following:

To the school heads. They would found out in this study what personality dimensions are their strengths and weaknesses. They would also found out what personality attributes of school heads had a relationship to teachers' performance. With these, they would maintain positive behaviors which they think can improve teachers' performance. And those personality attributes which they think had a negative effect to teachers' performance can be improved through personality development training program.

To the teachers. Teachers are always in contact with their school heads. Through this study, the school heads would maintain positive behaviors which can create harmonious relationship with teachers, which consequently would improve teachers' performance. From this study, the teachers would also gain information regarding the personality attributes their school heads possess. With these, they can make some adjustments in order that harmonious relationship would be maintained inside the school.

To the pupils. Through this study, the administrators would maintain the personality attributes that can improve teachers' performance would also help the pupils. A better teachers' performance would also mean better pupils' performance.

To the parents and community. Harmonious relationship to teachers would also mean harmonious relationship to parents and the community. Through this study, the school heads would find out personality attributes which can improve harmonious relationship with others. This would motivate parents and the community as a whole to have constant with the school, and to extend wholehearted support and cooperation to all the programs and projects of the school.

To the future researchers. The findings of this study would serve as the bases for other researchers in conducting a thorough investigation regarding personality attributes of elementary school heads and teachers' performance in other divisions.

Scope and Delimitation

This study was concerned mainly with the relationship between the personality attributes of elementary school heads and teachers' performance. It also dealt with the school head-related variates such as age, sex, civil status, educational qualification, number of years in teaching experience, number of years in administrative experience, , number of trainings attended, average

family monthly income and number of personnel supervised. The personality attributes was limited only to honesty/integrity, creativity, charisma, self-confidence, initiative, and, flexibility/adaptability.

The implications of the aforementioned personality attributes and teachers' performance in the Revised Performance Appraisal System for Teachers (RPAST) and the National Competency-Based Teachers Standards (NCBTS) were also included in this study. The NCBTS was limited only to the following domains: social regard for learning, learning environment, diversity of learner, curriculum, planning, assessing, and reporting, community linkages and personal growth and professional development.

The research environment of the study embraced all the thirty-three (33) districts of the Division of Samar, namely: 1) Almagro, 2) Gandara I, 3) Gandara II/Matuguinao, 4) Pagsanghan, 5) San Jorge, 6) Tagapul-an, 7) Sta. Margarita I, 8) Sta. Margarita II, 9) Sto. Niño, 10) Tarangnan, 11) Basey I, 12) Basey II, 13) Calbiga, 14) Catbalogan I, 15) Catbalogan II, 16) Catbalogan III, 17) Catbalogan IV, 18) Catbalogan V, 19) Daram I, 20) Daram II, 21) Hinabangan, 22) Jiabong, 23) Marabut, 24) Motiong, 25) Pinabacdao, 26) San Sebastian, 27) Sta. Rita I, 28) Sta. Rita II, 29) Villareal I, 30) Villareal II, 31) Wright I, 32) Wright II/San Jose de Buan, and, 33) Zumarraga (Please see Figure 1). Included, also, in the research environment were the 143 complete elementary schools in the said division. These are the schools with monograde classes.

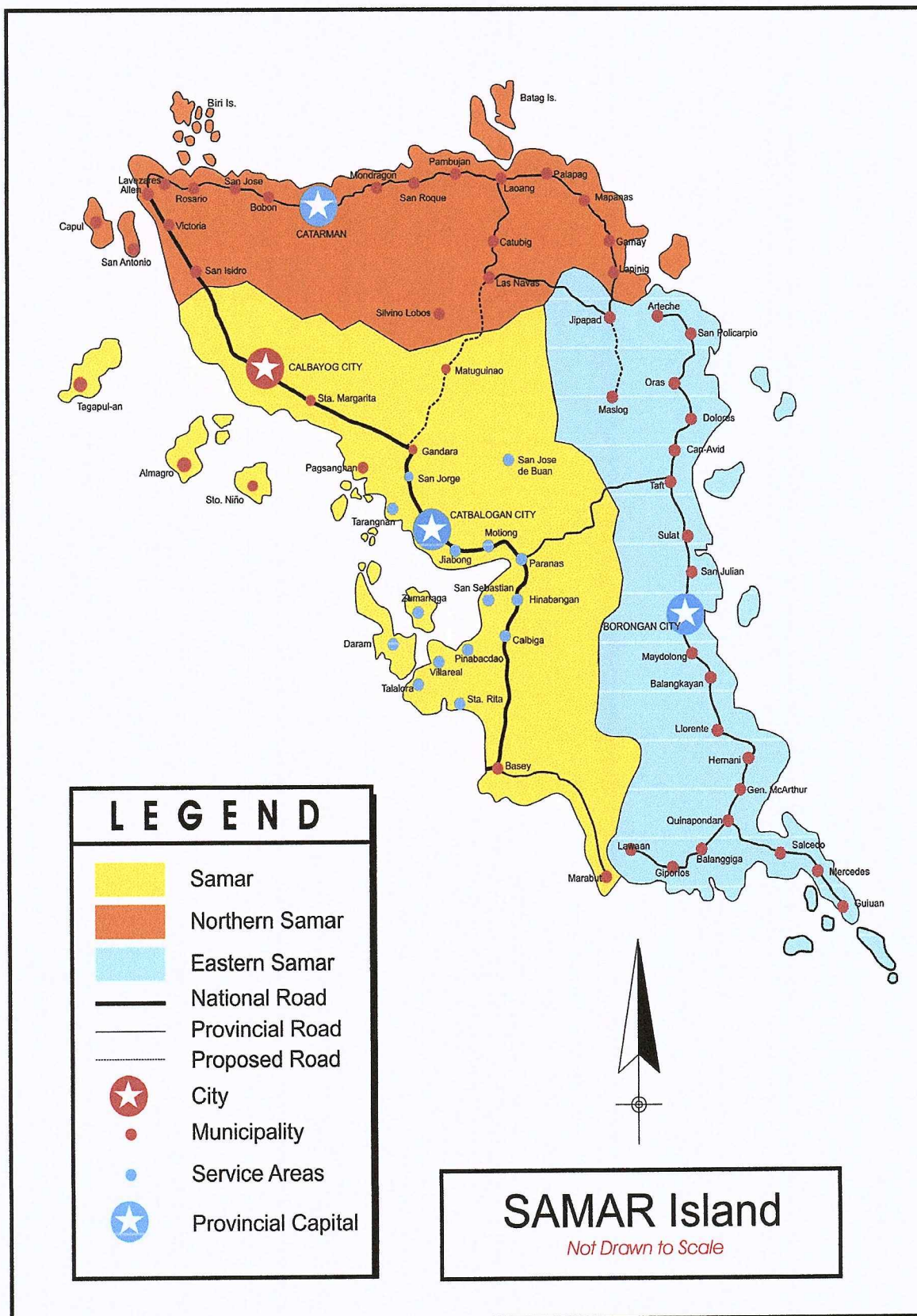


Figure 2. Map of the Province of Samar

The respondents of the study were the 33 district supervisors, 143 elementary school heads and 325 elementary school teachers, with a total of 501 respondents. The district supervisors and elementary school heads were chosen by total enumeration while the elementary school teachers were sampled using the Sloven's formula in determining the sample size and stratified random sampling for the selection of respondents.

Data on the aforementioned variates was limited to the answers of the respondents to the survey questionnaire.

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

Definition of Terms

The following terms are defined as they are used in this study for the reader's easier understanding of the text:

Adaptability. The power to adjust oneself to the environment or to the changes in the environment (Good, 1973:11). As used in this study, it is the personality profile of a school head which enables him to recognize the need to change his/her way of addressing the obstacles and difficulties in certain situations.

Attribute. Something attributed as belonging to a person , thing, group, etc.; a quality, character, characteristics, or property ([http://dictionary.reference.com/browse/](http://dictionary.reference.com/browse/attribute) attribute, 2011). As used in this study, it also refers to the

following traits: honesty/ integrity, creativity, charisma, self-confidence, initiative, and flexibility/adaptability.

Charisma. The aggregate of those special gifts of mind and character which are the source of the persona power of exceptional individuals and upon which they depend for their capacity to secure the allegiance of, and exercise decisive authority over large masses of people (Webster, 1987:224). As used in this study, it refers to the personality profile of the school heads which allows him to serve as a role model to arouse his subordinates the need for achievement of educational goals.

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). As used in this study, it is the personality profile of the school head which enables him to develop creative solutions and new insights into problems.

Community linkages. It focuses on the ideal that school activities are meaningfully linked to the experiences and aspirations of the students in their home and communities. Thus the domain focuses on teacher's efforts directed at strengthening the links between the school and community activities, particularly as these links help in the attainment of the curricular objectives (TEC,DEPED,CHED, 2007:124).

Curriculum. It refers to all elements of the teaching-learning process that work in convergence to help students attain high standards of learning and

understanding of the curricular goals and objectives. These elements include the teacher's knowledge of subject matter, teaching-learning approaches and activities, instructional materials and learning resources (TEC,DEPED,CHED, 2007:115).

Elementary school heads. This refers to the person of authority who is directly involved with management and supervision of the elementary schools and teachers in their area of responsibility (The New Webster Dictionary, 1992:446). In this study, it refers to the head teachers and principals assigned in a complete elementary school with monograde classes in the Division of Samar.

Diversity of learners. It emphasizes the ideal that teachers can facilitate the learning process in diverse types of learners, by first recognizing and respecting individual differences, then using knowledge about students' differences to design diversity of learning activities to ensure that all students can attain appropriate learning goals (TEC,DEPED,CHED, 2007:112).

Flexibility. It is the ability to change behavior in accord with changed needs and situations (Good, 1973:245). As used in this study, it refers to the personality profile of a school head which enables him to adapt to new people, situations, information and development.

Honesty. The quality of being fair, impartial, and unwilling to deceive or take advantage of others (Good, 1973:286). As used in this study, it refers to the personality profile of the school head regarding his being morally upright.

Initiative. The power of doing the first move or of initiating and the ability for original conception and independent action (Marckwardt: 1998:652). As used in this study, it is the quality of a school head in seeing a particular situation if what needs to be done.

Integrity. An uncompromising adherence to a code of moral, artistic or other values; utter sincerity, honesty and candor; avoidance of deception, expediency, artificiality or shallowness of any kind (Webster, 1986:1174). As used in this study, it is the personality profile of the school head which allows him to be morally upright.

Learning environment. It focuses on the importance of providing for a social and physical environment within which all students, regardless of their individual differences in learning, can engage the different learning activities and work towards attaining high standards of learning (TEC,DEPED,CHED, 2007:107).

National Competency-Based Teacher Standards. It is an integrated theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of students learn the different teaching goals in the curriculum (TEC, DEPED, CHED, 2007: 97).

Performance rating. It is a rating assigned to a teacher after an assessment of his performance by the principal at the end of each school year (Numson, 1998:3). As used in this study, it refers to the rating given to the teacher by the

elementary school head after a careful assessment of his performance at the end of the school year.

Personal growth and development. It emphasizes the ideal that teachers value having a high personal regard, concern for professional development, and continuous improvement as teachers (TEC,DEPED,CHED, 2007:126).

Personality. It is an individual's unique and relatively stable patterns of behavior, thought and feelings (Bacon, 1992:G-8). As used in this study, it refers to the sum total of the elementary school heads' traits and characteristics which enable hi become an effective and efficient in his job.

Personality development. It is a process of gradual change for the better (De Vera: 2002:30).

Planning, assessing, and reporting. It refers to the aligned use of assessment and planning activities to ensure that the teaching-learning activities are maximally appropriate o the students' current knowledge and learning levels. In particular, the domain focuses on the use of the assessment data to plan and revise teaching-learning plans, as well as the integration of formative assessment procedures in the plan and implementation of teaching-learning activities (TEC,DEPED,CHED, 2007:120).

Self-confidence. Trust or reliance is oneself or of one's own unaided powers and judgment (Webster, 1987:1141). As used in this study, it refers to the personality profile of the school head which regards his being assured with abilities.

Social regard for learning. It focuses on the ideal that teachers serve as positive and powerful role models of the values of the pursuit of learning and of the effort to learn, and that the teachers actions, statements, and different types of social interactions with students exemplify this ideal (TEC, DEPED,CHED, 2007:105).

Traits. Any readily identifiable stable quality or behavior that characterizes the way in which an individual differs from the other individuals (Lefton, 1997:245). As used in this study, it refers to the personality attributes inherent in the elementary school heads, which are invaluable for their efficiency and effectiveness as school administrators such as honesty/integrity, creativity, charisma, self-confidence, initiative, and flexibility/adaptability.

Training. It refers to the process of equipping persons in organizations with the necessary competencies to perform their present or future jobs effectively (BPSS, 1992: 5). In this study, it is an intervention scheme that is intended to change people's ways of doing things, in particular, the personality development of elementary school heads.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

Literatures and studies which were related to this study were reviewed in this chapter. Books, magazines, unpublished master's theses, dissertations, and other facets of the print media had undergone perusal and concepts organizing, which contributed the ideas, and other information vital for this study.

Related Literature

This section presents a conceptual literature characterizing the personality profile of the elementary school heads and the performance of the teachers.

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

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

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

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

Borromeo (1998: 119) cited that it is the duty of school heads to (provide) timely praise and recognition for job well done, (2) use timely and appropriate discipline when it is desired, (3) give rewards on the basis of results and improvements, (4) emphasize attention, approval, assistance, success, satisfaction and support, (5) make a habit of reinforcing positive performance based on positively oriented values to make positive performance a habit, and (6) provide

motivation and encouragement on difficult undertaking of teachers when needed.

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

The key role in the implementation of Republic Act 9155 belongs to the school head. In Section 1.2 of the Implementing Rules and Regulations (IRR) of R.A. 9155, school head is defined as the principal, school administrator and

teacher-in-charge who must exercise instructional leadership and sound administrative and fiscal management of the school.

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

The leadership literature of the 1970's and 1980's, with its focus on effective leaders, revisited personal traits as determinants of leadership abilities. It primarily contributed to understanding the impact of personal characteristics and individual behavior of effective leaders and their role in making organizations successful. The studies differentiated between leaders and managers and introduced a new leadership characteristic – vision – and explored its importance. Along with having vision, effective leaders are said to facilitate the development of a shared vision and value the human resources of their organizations (<http://www.sedl.org/change/leadership/history.html>, October 2010).

Zarate (2006:127-128) discussed the following personality characteristics found in organizations: 1) Locus of Control. It is a person's generalized belief on internal control vs. external control. A person who believes that he can control what will happen to his life has an internal locus of control. He has an external locus of control if he believes that his fate is controlled more by others or some circumstances. It is advantageous for managers to know their subordinates' locus of control. Internals who believe they are responsible for their own actions would want to have some power on how they will perform. They do not want close supervision. Externals, on the other hand, may need the opposite. They would prefer a more structured work setting and closer supervision. They trust that their superiors would be in a better position to provide them with a more stable and comfortable work environment; 2) Self-esteem. This is an individual's general feeling of his self-worth. Those with high self-esteem have more positive feelings about themselves. They know how to accept mistakes without losing their self-confidence. They also have a brighter outlook in life so they can handle frustrations well. Managers can further enhance their self-esteem by providing them with more challenging tasks. Those with low self-esteem should always be motivated and encouraged; would require counseling from time to time and be provided with programs that would boost their self-confidence; 3) Self-efficacy. It is an individual's belief on his ability to accomplish a specific task. There are four sources of self-efficacy: previous experiences, behavior models such as searching for the achievements of others with similar backgrounds, persuasion

and encouragement from other people, and assessment of current skills and capabilities. Managers can enhance the self-efficacy of their employees. This can be done by providing job challenges, coaching, and counseling, motivating and training employees; 4) Self-assessment. It is the extent to which an individual base his cues or future action based on other people or situations. People who practice high self-assessment pay attention to what action is appropriate to the situation. These people behave accordingly. On the other hand, people who practice low self-assessment do not regard situational cues and are not particular with the behavior of other people. They act on their own liking; and, 5) Mood Dispositions. These are positive and negative aspects of one's self. Those who focus on their positive aspects have vibrant moods. They rarely have mood swings or sudden temper outbursts. Those who magnify their negative aspects are more prone to anger. They are very temperamental and sensitive. Interviewers who exhibit optimism evaluate job candidates more favorably than pessimistic interviewers. Sales representatives with positive outlook in life are likely to close more sales than negative thinkers. Those with negative effect are also more prone to stress.

Robbins (1998;132) cited major personality traits that have been found to be powerful predictors of behavior in organizations.

Some people believe that they are masters of their own fate. Other people see themselves as pawns of fate, believing that what happens to them in their lives is due to luck or chance. The first type, those who believe that they control

their destinies, have been labeled internals, whereas the latter, who see their lives as being controlled by outside forces, have been called externals. A person's perception of the source of his or her fate is termed locus of control. On the other hand, Zulueta (1999:170) had refereed locus of control as the individual's belief concerning the determinants of reward. Individuals with an internal locus of control construe their rewards as based on their own efforts and prefer a participative leadership style. Those with an external locus of control construe that their rewards are controlled by external factors and generally are satisfied with a directive leadership style.

The personality characteristic of Mach or Machiavellianism is named after Niccolo Machiavelli, who wrote in the sixteenth century on how to gain and use power. An individual high in Machiavellianism is pragmatic, maintains emotional distance, and believes that ends can justify means. "If it works, use it" is consistent with a high-Mach perspective.

People differ in the degree to which they like or dislike themselves. This trait is called self-esteem. The research on self-esteem (SE) offers some interesting insights into organizational behavior. For example, self-esteem is directly related in expectation for success. High SEs believed that they possess the ability they need in order to succeed at work.

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

A personality trait that has received increased attention is called self-monitoring. It refers to an individual's ability to adjust his or her behavior to external, situational factors.

Individuals high in self-monitoring show considerable adaptability in adjusting their behavior to external situational factors. They are highly sensitive to external cues and can behave differently in different situations. High self-monitors are capable of presenting striking contradictions between their public persona and their private self. Low self-monitors can't disguise themselves in that way. They tend to display their true dispositions and attitudes in every situation; hence, there is high behavioral consistency between who they are and what they do.

People differ in their willingness to take chances. This propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice. For instance, seventy-nine managers worked on simulated personnel exercises that required them to make hiring decisions (Taylor, 1984). High risk-taking managers made more rapid decisions and used less information in making their choices than did the low risk-taking managers. Interestingly, the decision accuracy was the same for both groups.

A person with a Type personality is "aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if

required to achieve more and more in less and less time, and, if required to do so, against the opposing efforts of other things or other persons" (Friedman. 1974).

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.

Writes [\(<http://hubpages.com/hub/Personality-Traits-Educators>\)](http://hubpages.com/hub/Personality-Traits-Educators) emphasized the Big Five Personality Traits and Educators, such as: (1) Openness - it stands to reason that an educator must be open to new ideas, have an appreciation for adventure and bring to the table a variety of experience. An educator must be ready to embrace new concepts in order to bring them to his or her students; (2) Conscientiousness - an educator that shows self-discipline models on behavior that is desirable in students. There are rules to be observed in the education of our youth and a dutiful teacher will follow these rules as long as they do not interfere with the education of the student; (3) Extroversion - Positive energy will go farther toward reaching educational goals than negative energy. People who exhibit negative energy sap the energy of those around them. This is not conducive to a successful learning experience; (4) Agreeableness - A teacher needs to be compassionate and cooperative rather than suspicious and antagonistic. Teachers should be approachable. Students need to know they can trust their teachers and that their teachers are not out to

hurt them in anyway; and, (5) Neuroticism – This final trait does not belong to the personality toolbox of an educator. Anger, anxiety, and depression have no place in the classroom.

With regards to the effective performance of classroom teachers, Lardizabal (1991:76) said that teachers must be fully motivated to do in any activity. That in motivating it should be accompanied with interest, appreciation and not just with the purpose of getting high performance for competitive reason. On the other hand, Magbaleta (1999:16) said that “the greatest moment of teachers are only when they are given merit increase for every service that satisfactorily rendered”.

Martires (1992:79) pointed out that teachers become productive when their school heads keep interpersonal relationship pleasant, provide encouragement and support, stimulate self-directions, and increases interdependence among members. Abenales (1993:38) added that, for a teacher to do his job well, school administrators should be humane enough to accept teachers for what they are. He should consider that every man is a potential source of goodness, genuine love, concern and appreciation for those under him. He must consider that human beings are not the same as they are endowed with different physical and intellectual attitude. He also emphasized that there is always room for improvement as far as the relationship between administrator and teachers is concerned and that improvement could be best achieved where there is human interaction, when the administrator communicate desirable images and values to

the teacher, when the sense of togetherness and spirit of mutual concern is developed and when administrator makes attempts to communicate expectations and personal professional acceptance of the teacher.

In order to establish an atmosphere that would facilitate learning among teachers, Mendoza, et. al. (1993:21-22), citing Knowles, stressed that a principal should (1) provide a atmosphere where difference is considered good and desirable, (2) provide a condition which recognizes the individual teacher's right to commit mistakes, (3) be accepting the teachers for what they are, (4) let the teachers feel they are respected, (5) emphasize the highly unique and personal nature of the learning process, (6) encourage the teachers to have trust in themselves, (7) provide situations which encourage people to be active, and, (8) establish an atmosphere that permits confrontation.

On the other hand, an effective teacher's performance may be evaluated along three areas: methods, learning environment, and learning process, according to DeRoche (1981:151). He listed down the following items to be considered in evaluating methods of teaching performance: objectives of each lesson are clear; uses multiple texts; uses a variety of instructional materials; assesses student progress frequently; uses diagnostic evaluative methods; uses a variety of instructional resources; assignments are interesting; presents subject matter interestingly; lessons are presented clearly; methods include a review of what is to be taught and learned; questions asked of students are more than memory/recall; focuses instruction on student learning; asks student opinion on

difficulty of lesson; methods require students to think about their ideas/opinions/answers; methods require students to try to attain teacher-students objectives; methods are task-oriented and well-planned; methods encourage students discussion and debate; demonstrates flexibility in teaching methods reflect that teachers sees things from student point of view; utilizes an informal and easy teaching style; methods reflect a sound knowledge of subject matter; personalizes teaching; is willing to experiment and try new things; methods are democratically oriented and methods emphasize productive learning.

On learning environment, the following items are to be included in evaluating teachers and teaching maintains an aesthetically pleasant classroom, involves students in helping with classroom décor, involves students in classroom cleanliness, involve students in creating a positive learning environment, provides areas for quiet study ad independent work, provides areas for mall group discussions and work, uses classroom space and equipment effectively, involve students in classroom management tasks, involve students in daily clerical tasks, and demonstrates concern for safety and security of students and materials (DeRoche, 1981:154).

Some of the items mentioned above are also found in the Performance Appraisal For Teachers (PAST) which is used in rating the teaching performance of teachers, particularly in the areas of instructional competence, learner's

achievement, school home and community involvement, professional and personal characteristics and punctuality and attendance.

In 2008, the Department of Education launched the Teacher Education and Development Program (TEDP) road map (DepEd, 2008:6). The road map gives a clear picture of the teacher's development process, the agencies responsible, and the stakeholders at every point of the way. As the road moves from entry to exit, and the important element in the middle that connects all the points together is the NCBTS.

Its strategic position implies that at every point along the way, the bedrock is the NCBTS. The national standard for teachers provides the fundamental direction on how each point in the map hones the teacher as the significant element in the country's educational system. The great responsibility of improving the educational performance of every learner in our nation's schools lies in the hands of professional teachers.

The NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching. Effective teaching means being able to help all types of students learn the different learning goals in the curriculum.

To be able to achieve effective teaching, teachers should see themselves as capable of achieving the dimensions of good teaching. Using the NCBTS as framework, teachers should be able to see their strengths and ensure that such strengths be consistently utilized in teaching practice. If weaknesses are identified, teachers can plan for various professional development activities,

including training. In short, the NCBTS describes effective or good teaching in term of teacher's capability in enabling students to learn better.

The NCBTS Domains are distinctive spheres of the teaching learning process that will allow positive teacher practice. Each domain embraces a principle of ideal teaching associated with student learning. Under each domain are strands, and under each strand are indicators. Indicators are the concrete, observable, and measurable teacher behaviors, actions, habits, routine, and practices known to create, facilitate, and support enhanced student learning.

The integration aspect of the NCBTS can be seen from inside of the sphere going out. At the center are the technical aspects of teaching and learning. Domain 3 - Diversity of Learners, Domain 4 - Curriculum, and Domain 5 - Planning, Assessing and Reporting are closely related to each other. They describe the necessary good teaching practices. ICT competencies are included as a separate strand in the Curriculum Domain. Domain 2 - The Learning Environment, and Domain 6 - Community Linkages connect the teaching practices to appropriate teaching-learning contexts: immediate physical, psychological, and social contexts to larger sub-cultural, economic, political and historical contexts of the community. All five domains earlier mentioned make up the full range of teacher practice that relate to facilitating learning. On the other hand, Domain 1 - Social Regard for Learning, and Domain 7 - Personal Growth and Professional Development are the driving forces that trigger the

other five domains. This domain renders the professional teacher as a credible role model, and an effective facilitator of learning.

Related Studies

Maderazo (2006) conducted a study entitled "Factors Related to Empowerment of Elementary School Principals in Eastern Samar Division: Inputs to Policy Formulation". He concluded that that educational qualification, gender and type of school assigned were the personal variables identified to have a significant relationship to the extent of empowerment in specific areas on Administrative Management while age, length of service and TEEP School Classification did not reveal a significant relationship with the Administrative Management function. Age, gender, educational qualification, and type of school, were not found to significantly relate with the extent of the empowerment of the PESP's in the Instructional Leadership function.

The study of Maderazo was similar with the present study for the following reasons: the school heads in the elementary schools were involved in the study, utilized personal profile such as age, educational qualification, gender and length of service as variates and the scope of the study was division-wide. The two studies differed on the following aspects: 1) the locale of the previous study was in Eastern Samar Division while the present study was conducted in the Division of Samar; 2) the instruments used in the previous study was on

principal empowerment while the present study utilized the instrument on personality attributes.

In the study conducted by Abrenzosa (2002), he concluded that the extent of Transformational Leadership Behavior (TLB) as expressed by elementary school principals of central and non-central schools showed that of the four (4) dimensions of TLB, idealized influence got the highest mean or both groups of elementary school principals. The TLB contributed to the level of individual effectiveness, job satisfaction, and collegiality of the elementary school principals and teachers in the Division of Eastern Samar. Individualized consideration had the greatest impact on organizational empowerment in terms of individual effectiveness as variable.

The previous study was similar to the present study in terms of respondents, the involvement of the principals and teachers, the research environment which was division-wide and the locale of the study which was the central schools and non-central schools. However, it differed on the following aspects: the focus of the study of the previous study was on transformational leadership behavior and organizational empowerment and conducted in the Division of Eastern Samar while the present study was on personality attributes and teachers' performance and conducted in the Division of Samar.

Dabuet (2004) conducted a study on the "Personality Traits and Leadership Skills of Secondary School Head Teachers In The Division Of Samar: Their Implications To Supervisory Practices" and the following are the findings:

1) the secondary school head teachers considered "honesty" as their highest rated personality trait, hence, they were treating their teachers equally and fairly; 2) the secondary school head teachers considered "creativity" as their lowest rated personality trait, thus, they need enhancement on this particular trait in order that they would become better in developing creative solutions and new insights into problems; 3) the three groups of respondents differed in their perceptions as to the personality of secondary school heads; 4) the assessment of the three groups of respondents were the same in terms of "initiative"; and, 5) the three groups of respondents varied in their perceptions as to the leadership skills of secondary school teachers.

This study was closely related to the present study for the fact that both had focused on the school heads and teachers as respondents, the locale of the study which is the Division of Samar and the instrument used. However, there were basic differences which were evident. The previous study utilized the secondary schools, the secondary school teachers and the output was their implications to supervisory practices while the present study had involved the elementary school heads and teachers' performance and the output was a training model.

Another study conducted by Baliton (2002) was on the "Major Personality Attributes in Relation to the Conflict Management Styles of Administrators and Organizational Climate of the Philippine Science High School in the Visayas and the following are his conclusions: 1) all the administrator-respondents belong to

the internal category of locus of control. All of them have high self-esteem. Majority of them have type A personality; 2) the administrators subscribed to integrating and forcing as conflict management styles when confronted with problems along the five areas of concern for educational administration; 3) the data on conflict management styles of administrators in each of the five areas of concern for educational administration did not show any significant relationships; 4) the organizational climate of the two campuses of the Philippine Science High School-Visayas (PSHSV) are generally healthy; 5) locus of control personality attribute was found to be significantly related to the organizational climate indicators; and, 6) there were no significant relationships between the conflict management styles of the administrators and the organizational climate of the PSHSV.

This study was similar to the present study because it dealt on personality traits. However, it differed on the following: a) the organizational climate was not treated in the present study; and, b) the respondents of the previous study were the secondary school administrators of the Philippine Science High Schools in the Visayas campus while the present study had involved the elementary school heads of the Division of Samar.

Boco (2002) had conducted a study on the position powers of secondary school managers and teachers' performance of selected secondary schools in Eastern Samar. She found out: a) that the characteristics of an effective school manager were seen in the principals of public secondary schools in the Division

of Eastern Samar for they exercised very much their position powers; b) the more teachers regarded their leader to possess expertise, the more that they believed in what they did and said and in what they commanded their teachers; c) the position powers of the managers were rated to have been exercised by the school managers themselves to a very much extent, except coercive power; and, d) the expert and reward powers manifested by the school managers had a significant bearing on the level of education they had attained.

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

In the study of Adina (2004), she found out that: 1) there was no relationship established between administrative management and pupils' achievement and that a very satisfactory performance of school heads in terms of administrative management does not affect the achievement of pupils; and, 2) there was no relationship established between instructional leadership and pupils' academic performance. She concluded that school heads with a very strong vision of strong instructional leadership have high achievement expectations, observe teachers' teaching and monitor individual/collective pupils'/students' achievement.

The present study was similar to the previous study because it involved the school heads of the elementary schools as respondents and the study was

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

The study of Agbon (2002) on "Attitude of Teachers Towards the Managerial Styles of Administrators: Input in Improving Interpersonal Relations" revealed that the administrators and teachers identified almost the same problems as follows: 1) financial instability of teachers and administrators; 2) lack of trainings on teachers' and administrators' efficiency and effectiveness enhancement; 3) lack of teachers cooperation and participation in school programs and activities; 4) lack of systematic way of sending communications to schools resulting to the delay of information and disorder of activities; and 5) lack of close association and open communication between the teachers and administrators. Both the administrators and teachers agreed on the solutions to address the identified problems as follows: 1) administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solutions; 2) teachers should be provided with incentives such as awards, prizes and others for outstanding accomplishment; 3) discrimination and playing favorites among his teachers by the administrators be minimized or totally eradicated; 4) administrators should establish warm atmosphere in his

office or district so as to encourage teachers to open up with him things concerning with their job performance ; and 5) administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective work.

The present study was similar to the previous study for it involved elementary school heads and teachers. The two studies differed on the indicators of the personality traits questionnaire.

In the study of Doroja (2000), the following salient findings were revealed: 1) On interpersonal values, the elementary school principals considered "conformity" and "Leadership" as most important while they considered "recognition" "support", and independence as least important; 2) The competency needs of elementary school principals along planning were on the following: a) formulate school plans, programs and projects in the light of educational vision, mission, goals and objectives, b) take into consideration the problems and needs of the learners as the focus of school plans, program and project formulation, c) Exercise participatory and consultative manner in the formulation of school plans, programs and projects with the school personnel, teachers, parents and pupils; 3) Along organizing, the competency needs of the elementary school principals were: a) develop strong working unit or team culture that enhance high performance, b) exercise maximum tolerance of sharing one's ideas, innovations and education that can help the school grow

more effectively, c) provide work responsibilities related to teacher potentials, develop their skills and capacities; 4) as regards leading /directing, the elementary school principals needed the following competencies; a) Focus on the attainment of the objectives, goals, mission and vision of the school, b) Establish and maintain an adequate and relevant monitoring / supervisory and evaluation system for all school plans, programs and projects; 5) On controlling/coordinating function, the following competency needs surfaced among the elementary school principals: Maintain productive work relationship within the school and obtain cooperation from those who are not under their control. She recommended that: a) Public elementary school principals who did not meet the basic requirements should enroll in the graduate program to obtain at least a masteral degree, b) Values orientation and enhancement program be provided for public elementary school principals.

The present study was similar to the study of Doroja because, both involved the personal characteristics of school administrators. They differed in the number and type of respondents in the sense that this study involved the principals and head teachers in the elementary level while Doroja concentrated only to the elementary school principals. Moreover, both studies differed with respect to the number and type of variables included and the type of questionnaire used to correlate with the select variants.

In the study conducted by Lumpas (2003), the following were her conclusions: 1) majority of elementary school principals personally feel fulfilled

as school administrators. They are highly satisfied with their administrative tasks and they have pleasant experiences in their work; 2) there was high quality of communication in the elementary schools as supported by high score of respondent in this dimension; 3) majority of the elementary school principals were moderate to high acceptors of change and high to very high promoters of teamwork within the school in order to establish a heartfelt organizational climate; 4) in the correlational analysis between organizational climate of the school and level of burnout, it was found out that indicators of organizational climate such as job satisfaction, quality communication, staff integration, and team cohesiveness are positively and highly selected with respect to lack of personal accomplishments but not with emotional exhaustion and depersonalization; and, 5) no correlation analysis was done between level of burnout and conflict handling mode because almost all elementary school principals subscribed to collaborating as their style in solving conflicts. Only slight variations were observed.

The study of Lumpas was the same with the present study on the following aspects: 1) the involvement of the elementary school principals as respondents and, 2) the study was conducted division-wide. The previous study differed from the present study on the following: 1) the focus of the previous study was on organizational climate, job stress and conflict-handling mode while the focus of the present study was on personality attributes and teachers'

performance, and, 2) the previous study was conducted in Leyte Division while the present study was conducted in Samar Division.

Catan (2000) in her study found out that the public elementary schools in the Division of Leyte is highest in the social subsystem, second in cultural subsystem and a low third in the economic subsystem. All areas reached barely the satisfactory level. Even Area IV which was identified to be a high self-rater failed to reach the average level. The school heads and teachers claim to have anticipated the future, especially in the construction of school buildings and other structures. But then, priority in providing classroom should be given to the depressed, disadvantaged and underdeveloped schools.

The previous study was similar to the present study because of the involvement of the elementary school heads and teachers as respondents of the study and the study was conducted division-wide. The two studies differed in the sense that the focus of the previous study was on internal efficiency of the public elementary school system while the focus of the present study was on personality attributes and teachers' performance and the previous study was conducted in Leyte Division while the present study was conducted in Samar Division.

In the study of Tiu (2010), the following were the conclusions: 1) the respondents rated themselves to have a strong WE-centric level on the cultures of inclusion, striving, sharing, developing and reinvention. The over-all organizational culture is also rated by the respondents as strongly WE-centric.

There was a highly significant difference in the level of organizational culture between or among the groups of head teachers, teachers, and students; 2) teachers' self-rating on job stress was moderate; and, 3) the teaching performance came to be very satisfactory. There was a highly significant difference in level of teaching performance between or among the three groups, head teachers, teachers and students.

The previous study was similar to the present study for the reason that the focus of the study was on teachers' performance and the involvement of the head teachers and teachers as respondents of the study. The two studies differed because the previous study was conducted in the secondary level and region-wide while the present study was conducted in the elementary level and division-wide.

The related studies cited provided valuable and clear insights and directions in the proper conduct of the study. Knowledge secured from such readings in terms of sources, procedures and results presented the initial orientation of the definition of problems and research methodology.

Chapter 3

METHODOLOGY

This chapter deals with the presentation and discussion of the research design, instruments, validation of the instruments, sampling procedure, data gathering procedure and the statistical treatment of data.

Research Design

This study used the descriptive-developmental research design. The researcher used a survey questionnaire that obtained the needed data to answer the specific questions. First, the data on the profile of the elementary school heads elicited which included the following variates: age, sex, civil status, educational qualification, years in teaching experience, years in administrative experience, years in present position, number of personnel supervised, in-service trainings attended, and average family income per month. And second, the personality attributes of the elementary school heads were determined in terms of honesty/integrity, creativity, charisma, initiative, self-confidence and flexibility/adaptability. Moreover, this study determined the significant differences among the three groups of respondents on the personality attributes of elementary school heads. It determined, too, the relationships of the personality attributes and performance ratings of the elementary school teachers based on the Revised Performance Appraisal System for Teachers (RPAST) and

National Competency-Based Teacher Standards in terms of the following domains: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development. Similarly, this study determined also the relationship of the personality attributes and the related variates of the elementary school heads. The findings and results of the assessments and analysis were utilized in evolving a personality training design.

The questionnaire was the main instrument that was used and supplemented with the data collected from documentary analysis. The data gathered out of the said instruments were organized, analyzed and statistically interpreted. There were three kinds of analyses that were undertaken, namely: 1) comparison of the perceptions of the three groups of respondents on personality attributes of the school heads; 2) the correlation between the profile of elementary school heads and their personality attributes; and, 3) the correlation between personality attributes and teachers performance in RPAST and NCBTS. Descriptive statistical tools were utilized in the analysis of data such as the mean and standard deviation. Moreover, the ANOVA and the Pearson r Correlation were used for purposes of making inferences and/or to evaluate the significance of the observed differences among the groups of data utilizing .05 level of confidence.

Instrumentation

To accumulate relevant and reliable data, instruments such as the survey questionnaire and documentary analysis were utilized.

Questionnaire. The researcher used three questionnaires intended to collect data from the following three groups of respondents: district supervisor, elementary school heads and elementary school teachers.

The questionnaire for the district supervisor was composed of two parts. Part I elicited information on the district where they are assigned. Part II had drawn information to gather data on the personality attributes of his/her school administrators. The respondents, in the assessment of the foregoing attributes checked appropriate column using the following scale: 5 for extremely manifested; 4 for highly manifested; 3 for moderately manifested; 2 for slightly manifested; and 1 for not manifested.

The questionnaire for the elementary school heads had included two parts: Part I of the questionnaire was intended to gather data regarding the related variates of the elementary school heads in Samar Division. And, Part II of the questionnaire adapted from Dabuet (2004) was designed to gather data regarding the elementary school heads' personality attributes as assessed by the district supervisor, elementary school heads themselves and elementary school teachers. The items were descriptive and were measured by the three respondents, namely: district supervisor, elementary school heads themselves, and elementary school teachers.

Likewise, the questionnaire intended for the elementary school teachers gathered information on the average performance rating of the elementary school teachers for the past three years (2007-2010) based on their RPAST and NCBTS for school year 2009-2010.

Documentary analysis. In addition to the foregoing instruments, the researcher looked into the service records of the elementary school heads to validate information relative to their age, years in teaching experience, years in administrative experience, years in present position, number of personnel supervised, in-service trainings attended and average family income per month and the performance ratings of the teachers for the last three years based on the RPAST and NCBTS for school year 2009-2010.

Validation of the Instrument

The researcher had sought permission and approval from Mr. Miguel P. Dabuet to utilize his instrument developed in his study particularly the personality attributes and from the Schools Division Superintendent, Leyte Division in the conduct of the dry run at Capoocan II Central Elementary School for the teacher-respondents and Area II, Leyte Division for the following respondents, namely: district supervisors and school heads.

In order to come up with a valid and reliable questionnaire, expert validation and a dry run was conducted. A number of research professors who are experts in instrument development, including the adviser and members of

the panel during the Pre-oral defense, were consulted regarding the formulated questionnaire. Corrections, suggestions and modifications given by them were applied and integrated in the questionnaire. The revised drafts were subjected to a dry run at Capoocan II Central Elementary School for the teacher-respondents and Area II, Leyte Division for the district supervisors and school heads, the test-retest method was applied. Hence, the dry run was conducted twice to the same respondents in an interval of one day. The test was conducted in the morning session of January 3, 2011 while the re-test was done in the morning session of January 4, 2011. Results of the dry runs were tallied, organized and analyzed to ascertain that the questionnaires were able to gather other data and information needed in this study. The Spearman rank correlation coefficient or Spearman rho was computed to find out the relationship between the responses indicated by the three groups of respondents during the first and second try-out. The computed Spearman rho which is shown in Appendix H was 0.93 or 93 percent for the district supervisors and the degree of reliability was high while 0.69 or 69 percent and 0.59 or 59 percent for the school heads and teachers, respectively and the degree of reliability were low. Because of the low reliability, the researcher again reviewed the questionnaire and came up with another questionnaire. On January 7, 2011, the researcher conducted the second retest to the same respondents. The results were 0.95 or 95.00 percent for the school heads and the degree of reliability was high and 0.87 or 87.00 percent for the teachers and the

degree of reliability was fairly high. Both results showed that they were adequate for individual measurement.

Sampling Procedure

In the selection of the districts that were involved in this study, total enumeration was done. This means, all the thirty-three districts in the Division of Samar were involved in the study. In the selection of elementary schools, purposive was used. This means, that all the complete elementary schools with monograde classes in the district were involved in the study. In the selection of the school heads as respondents, total enumeration was done. This means, that all the school heads assigned in the complete elementary schools of the district were involved in the study.

However, in the selection of the teacher-respondents, stratified random sampling was employed. This means, that the elementary school teachers in each school were determined by the researcher whereby the sample size was computed with the use of Sloven's formula (Downie and Health, 1974:112).

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

Table 1
Respondents of the Study

District/School	District Supervisor	School Head	Teachers	
			N	n
1. Almagro	1			
a. Almagro Central		1	13	2
b. Bacjao E S		1	6	1
c. Biasong E S		1	6	1
d. Costa Rica		1	8	1
e. Guin-ansan E S		1	7	1
f. Kerikiti E S		1	6	1
g. Talahid E S		1	6	1
2. Gandara I	1			
a. Gandara I Central		1	20	4
b. Casab-ahan E S		1	7	1
c. Concepcion E S		1	8	1
3. Gandara II/Matuguinao	1			
a. Gandara Central	II	1	21	4
b. Sto. Niño E S		1	6	1
4. Pagsanghan	1			
a. Pagsanghan Central		1	22	4
b. Villahermosa E S		1	7	1
5. San Jorge	1			
a. San Jorge Central		1	21	4
b. Buenavista E S		1	7	1
c. Bulao E S		1	7	1
6. Tagapul-an	1			
a. Tagapul-an Central		1	11	2
b. Baquiw E S		1	9	2
7. Sta. Margarita I	1			
a. Sta. Margarita I Central		1	31	6
b. Burabod E S		1	9	2
c. Lambao E S		1	11	2
d. Solsoгон E S		1	15	3

Table 1 continued

District /School	District Supervisor	School Head	Teachers	
			N	n
8. Sta. Margarita II	1			
a. Sta. Margarita II Central		1	20	4
b. Balud E S		1	10	2
c. Ilo E S		1	7	1
d. Palale E S		1	12	2
9. Sto Niño	1			
a. Sto Niño Central		1	16	3
b. Buenavista E S		1	10	2
c. Cabunga-an E S		1	7	1
d. Corocawayan E S		1	7	1
e. Ilijan E S		1	6	1
f. Sevilla E S		1	6	1
g. Villahermosa E S		1	7	1
10. Tarangnan	1			
a. Tarangnan Central		1	26	5
b. Majacob E S		1	8	1
c. Oeste E S		1	8	1
d. Palencia E S		1	7	1
e. Tigdaranao E S		1	8	1
11. Basey I	1			
a. Basey I Central		1	30	5
b. Balud E S		1	6	1
c. Burgos E S		1	7	1
d. Loog E S		1	7	1
e. Salvacion E S		1	8	1
12. Basey II	1			
a. Basey II Central		1	14	3
b. Can-abay E S		1	6	1
c. Cogon E S		1	6	1
d. Dolongan E S		1	12	2
e. Old San Agustin E S		1	7	1
f. San Antonio E S		1	12	2

Table 1 continued

District /School	District Supervisor	School Head	Teachers	
			N	n
13. Calbiga	1			
a. Calbiga Central		1	39	7
b. Canticum E S		1	10	2
c. Pasigay E S		1	7	1
d. Patong E S		1	7	1
e. San Joaquin E S		1	6	1
f. Tabok E S		1	6	1
14. Catbalogan I	1			
a. Catbalogan I Central		1	71	13
b. Catbalogan I SPED		1	12	2
c. Albalate E S		1	13	2
d. Salug E S		1	25	5
15. Catbalogan II	1			
a. Catbalogan II Central		1	40	7
b. Bunuanan E S		1	20	4
c. Darahuway Daku E S		1	9	2
d. Guinsorongan E S		1	22	4
e. Pangdan E S		1	14	3
16. Catbalogan III	1			
a. Catbalogan III Central		1	56	10
b. BLISS E S		1	17	3
c. Socorro E S		1	6	1
17. Catbalogan IV	1			
a. Catbalogan IV Central		1	29	5
b. Buri E S		1	6	1
c. JPC Memorial E S		1	6	1
d. Old Mahayag E S		1	6	1
e. Pupua E S		1	8	1
f. San Roque E S		1	6	1
g. San Vicente E S		1	6	1
h. Silanga E S		1	18	3

Table 1 continued

District /School	District Supervisor	School Head	Teachers	
			N	n
18. Catbalogan V	1			
a. Catbalogan Central		1	46	8
b. Rama E S		1	6	1
19. Daram I	1			
a. Daram I Central		1	25	5
b. Astorga E S		1	10	2
c. Baclayan E S		1	7	1
d. Bagacay E S		1	10	2
e. Parasan E S		1	7	1
f. Rizal E S		1	7	1
20. Daram II	1			
a. Daram II Central		1	12	2
b. Bakhaw E S		1	9	2
c. Calawan-an E S		1	6	1
d. Candugue E S		1	6	1
e. Mongolbongol E S		1	6	1
f. Sua E S		1	8	1
g. Tugas E S		1	6	1
21. Hinabangan	1			
a. Hinabangan Central		1	28	5
b. Bagacay E S		1	19	3
22. Jiabong	1			
a. Jiabong Central		1	23	4
b. Camarubuan E S		1	8	1
c. Jia-an E S		1	8	1
23. Marabut	1			
a. Marabut Central		1	13	2
b. Kaluwayan E S		1	8	1
c. Osmeña E S		1	15	3
24. Motiong	1			
a. Motiong Central		1	21	4
b. Bonga E S		1	6	1
c. Caranas E S		1	6	1
d. Inalad E S		1	6	1

Table 1 continued

District/School	District Supervisor	School Head	Teachers	
			N	n
25. Pinabacdao	1			
a. Pinabacdao Central		1	11	2
b. Bangon E S		1	9	2
c. Obayan E S		1	9	2
26. San Sebastian	1			
a. San Sebastian Central		1	16	3
b. Camanhagay E S		1	6	1
c. Candoyucan E S		1	8	1
d. Hitaasan E S		1	6	1
27. Sta. Rita I	1			
a. Sta. Rita I Central		1	20	4
b. Anibongon E S		1	8	1
c. Igang-igang E S		1	6	1
28. Sta. Rita II	1			
a. Sta. Rita II Central		1	7	1
b. Magsaysay E S		1	9	1
c. Maligaya E S		1	7	1
d. Old Manunca E S		1	7	1
29. Villareal I	1			
a. Villareal I Central		1	21	4
b. Banquil E S		1	6	1
c. Guintarcan E S		1	11	2
d. Igot E S		1	13	2
e. Mahayag E S		1	7	1
f. San Rafael E S		1	6	1
g. Sto Niño E S		1	6	1
30. Villareal II/Talalora	1			
a. Villareal II Central		1	27	5
b. San Andres E S		1	9	2
c. Talalora E S		1	20	4
d. Independencia E S		1	6	1
e. Tatabunan E S		1	7	1

Table 1 continued

District /School	District Supervisor	School Head	Teachers	
			N	n
31. Wright I	1			
a. Wright I Central		1	19	3
b. Bato E S		1	6	1
c. Binogho E S		1	6	1
d. Lipata E S		1	6	1
e. Pabanog E S		1	10	2
f. Pequit E S		1	10	2
g. Tinani E S		1	8	1
32. Wright II/San Jse de Buan	1			
a. Wright II Central		1	17	3
b. Casandig E S		1	10	2
c. Lawaan E S		1	9	2
d. San Jose de Buan E S		1	16	3
33. Zumarraga	1			
a. Zumarraga Central		1	24	4
b. Mualbual E S		1	7	1
c. San Isidro E S		1	8	1
d. Tinaogan E S		1	6	1
TOTAL	33	143	1,798	325

Data Gathering Procedure

The researcher asked permission from the Schools Division Superintendent of Division of Samar to administer the survey questionnaire to the respondents of the study in their respective areas of jurisdiction. The same

request was made by the researcher to sought permission from the respective district supervisor to field the survey questionnaires to the school head- and teacher-respondents of the study.

The procedure that was employed in the collection of data involved the accomplishment of the personal profile of the district supervisors, public elementary school heads and teachers, the measurement of six personality attributes, namely: Honesty/Integrity, Creativity, Charisma, Initiative, Self-Confidence and Flexibility/Adaptability and the teachers' performance based on the RPAST and NCBTS.

The RPAST was used by the researcher for it is the rating assigned to an elementary school teacher after an assessment of his or her performance for the whole year and the NCBTS was a rating given to a teacher based on the following domains: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing, and reporting, community linkages, and personal growth and professional development.

The data gathering was done personally by the researcher. However, in order to facilitate the speedy gathering of data, the services of research assistants were resorted to. But an orientation was conducted in the manner of distribution and administration of data gathering materials. The researcher had a 100 percent retrieval of the properly accomplished survey questionnaires.

Statistical Treatment of Data

The data and information collected through the utilization of the questionnaires were recorded, organized, tabulated, analyzed and interpreted. Specific statistical tools were applied for reliability and acceptability of the results.

In the determination of the level of personality attributes of the elementary school heads, the five-point-Likert Scale was employed including the interpretations of their weighted means:

<u>Scale</u>	<u>Weighted Mean</u>	<u>Interpretation</u>
5	4.51 – 5.00	Outstanding
4	3.51 – 4.50	Very Satisfactory
3	2.51 – 3.50	Satisfactory
2	1.51 – 2.50	Poor
1	1.00 – 1.50	Very Poor

The 5-point criteria was used as rating scale for Part II. The meaning of each of the numbers on the levels of personality attributes of elementary school heads were as follows: 5 – Outstanding (O); 4 – Very Satisfactory (V); 3 – Satisfactory (S); 2 – Poor (P); 1 – Very Poor (VP).

In gathering information regarding the RPAST, the following categories were included in interpreting the rating of individual teacher: 8.60 – 10.0 “outstanding”; 6.60 – 8.50 “very satisfactory”; 4.60 – 6.50 “satisfactory”; 2.60 – 4.50 “unsatisfactory; and, 2.50 and below “poor”.

The following were the procedure of scoring the above-mentioned instrument. The number of frequencies for each category was multiplied by the

scale value to which it belonged. The frequency opposite “outstanding” were multiplied by 1; the frequency opposite “very satisfactory” were multiplied by 2; the frequency opposite “satisfactory” were multiplied by 3; the frequency opposite “unsatisfactory” were multiplied by 4; and the frequency opposite “poor” were multiplied by 5.

The sum of all the products obtained was divided by the number of cases. The quotient was called the mean. The mean was interpreted by following the scale below:

<u>Range</u>		<u>Interpretation</u>
1.00 – 1.74	-	outstanding
1.75 – 2.49	-	very satisfactory
2.50 – 3.24	-	satisfactory
2.50 – 4.00	-	unsatisfactory
4.00 & above	-	poor

For interpreting the NCBTS, the instrument contains clusters of Knowledge, Skills and Attitudes (KSAs) specific to a particular competency indicator. Since the NCBTS tool is intended for self-assessment and not for performance rating, the responses to the items are expressed qualitatively in progressive terms: Low Level (L), Fair Level (F), Satisfactory Level (S), and High Level (H). These values will minimize the tendency of respondents to rate themselves higher when they see the quantitative ratings on the instrument itself. Most often, quantitative data are easier to interpret and be relied upon for decisions. Thus, in the response analysis, the numerical equivalent is assigned to each descriptor: L – 1; F – 2; S – 3; and H – 4.

The reference codes presented below was the guide of the teacher in registering the self-assessment of personal competency for each KSA:

<u>Code for Competency Level</u>	<u>Interpretation</u>
H - High Level	My level of competence in the KSA is high . This is my <u>strength</u> . Although <u>not a priority</u> training or professional development need, I should continue to enhance the competency.
S - Satisfactory	My level of competence in the KSA is satisfactory , but I would <u>benefit from further</u> training and professional development.
F - Fair	My level of competence in the KSA is fair and I need <u>further</u> training and professional development as a priority.
L - Low	My level of competence in the KSA is low . I <u>urgently need</u> training and professional development.

Analysis of variance. This tool was used to determine significant difference between the perceptions of the three groups of respondents on the level of profile and personality attributes of school heads.

Scheffe's test. This tool was used as a posteriori-test of the ANOVA in the event the null hypothesis was rejected. This was to ascertain from what pair of groups the significant difference lie.

Coefficient of correlation. This statistical measure was used to correlate relationship between the personality attributes of elementary school heads and

their profile. Likewise, this measure was used to correlate relationship between the teachers' performance and the personality attributes of the elementary school heads.

Fisher's t-test. This statistic was used to ascertain the significance of the correlation.

Finally, .05 alpha level of significance was applied in determining the region of acceptance and rejection following rule: if and when the computed value turns lesser than the critical value, the null hypothesis was accepted, otherwise, it will be rejected.

For accuracy and precision, the researcher utilized computer in the machine processing of the data applying available statistical application like window Excel.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses analysis and interprets the information gathered during the course of the study with the utilization of the survey questionnaire. It portrays the following: profile of the public elementary school heads, personality attributes and teachers' performance, relationship between the personality attributes and school heads-related variates and the relationship between the personality attributes and teachers' performance.

Profile of the Elementary School Heads

The profile of the elementary school heads can be gleaned from Table 2. It deals with their age and sex.

Age and sex. As depicted in the table, of the 143 elementary school heads, 32 or 22.38 percent were between 46-50 years old, 29 or 20.28 percent were between 36-40, 23 or 16.08 percent were between 56-60 and 41-45, 16 or 11.19 percent were under the brackets 61-65 and 51-55 years old, and two or 1.40 percent were between 31-35 and 26-30 years old. The mean of the group of respondents was calculated at 48.63 years old with a standard deviation of 8.64 years.

Table 2
Age and Sex Distribution of School Heads

Age Bracket	Sex			
	Male	Female	Total	%
61 – 65	4	12	16	11.19
56 – 60	5	18	23	16.08
51 – 55	4	12	16	11.19
46 – 50	8	24	32	22.38
41 – 45	7	16	23	16.08
36 – 40	11	18	29	20.28
31 – 35	1	1	2	1.40
26 – 30	1	1	2	1.40
Total	41	102	143	100.00
%	28.67	71.33	100.00	-
Mean	46.78 years old	49.23 years old	48.63 years old	-
SD	9.14 years	8.60 years	8.64 years	-

The foregoing data denoted that the public elementary school heads were on their late 40's and at the prime of their age.

Moreover, majority of them were females accounting for 102 or 71.33 percent while 41 or 28.67 percent were male elementary school heads with a total of 143 public elementary school heads.

The data showed female dominance among the public elementary school heads. This was expected considering that there were more females entering the teaching profession.

Civil status. As can be gleaned from Table 3, of the 143 elementary school heads, 127 or 88.81 percent were married, nine or 6.29 percent were single, six or 4.20 percent were widowed, and, one or 0.70 percent was separated/annulled. This signifies expertise of the elementary school heads in managing family affairs.

Table 3
Civil Status of School Heads

Civil Status	F	%
Single	9	6.29
Married	127	88.81
Widowed	6	4.20
Separated/Annulled	1	0.70
Total	143	100.00

Educational qualification. Table 4 presents the educational qualification of the elementary school heads.

Table 4

Educational Qualification of School Heads

Educational Qualification	F	%
Ph. D./Ed. D.	5	3.50
With Doctoral Units	11	7.69
MA/MS	27	18.88
With MA/MS Units	96	67.13
Baccalaureate	4	2.80
Total	143	100.00

As shown in the table above, of the one hundred forty-three (143) elementary school heads, ninety-six (96) or 67.13 percent had Master of Arts/Master of Science units, twenty-seven (27) or 18.88 percent finished their Master of Arts/Master of Science degrees, eleven (11) or 7.69 percent had Doctoral Units, five (5) or 3.50 percent finished doctoral degrees, and, four (4) or 2.80 percent finished Baccalaureate degrees.

The foregoing data manifested that the elementary school heads, in general, possessed the minimum educational qualification required for the position of an a school head, hence, they were qualified.

Years of teaching Experience. Table 5 shows the years of teaching experience of the elementary school heads.

Table 5
Teaching Experience of School Heads

Teaching Experience (in years)	F	%
41 - 45	2	1.40
36 - 40	3	2.10
31 - 35	5	3.50
26 - 30	17	11.89
21 - 25	22	15.38
16 - 20	40	27.97
11 - 15	23	16.08
6 - 10	28	19.58
1 - 5	3	2.10
Total	143	100.00
Mean	18.49 years	
S. D.	8.28 years	

From the table above, it can be noted that, of the 143 elementary school heads, 40 or 27.97 percent were between 16-20 years, 28 or 19.58 percent were between 6-10 years, 23 or 16.08 percent were between 11-15 years, 22 or 15.38 percent were between 21-25 years, 17 or 11.89 percent were between 26-30 years, five or 3.50 percent were between 31-35 years, three or 2.10 percent were between 36-40 and 1-5 years, and, two or 1.40 percent were between 41-45 years. The

mean years in teaching experience of the respondents was calculated at 18.49 years with a standard deviation of 8.28 years.

The foregoing data meant that the elementary school heads were already ripe in the teaching profession before they were promoted to a higher position.

Years of administrative experience. The number of years of administrative experience of the elementary school heads is shown in Table 6.

As portrayed in the table above, of the one 143 elementary school heads, 57 or 39.86 percent were between 4-6 years, 47 or 32.87 percent were between 1-3 years, 13 or 9.09 percent were between 7-9 years, seven or 4.89 percent were

Table 6

Administrative Experience of School Heads

Admin Experience (in years)	F	%
22 - 24	4	2.80
19 - 21	1	0.70
16 - 18	2	1.40
13 - 15	7	4.89
10 - 12	13	9.09
7 - 9	12	8.39
4 - 6	57	39.86
1 - 3	47	32.87
Total	143	100.00
Mean	5.93 years	
S. D.	4.73 years	

between 13-15 years, four or 2.80 percent were between 22-24 years, two or 1.40 percent were between 16-18 years, and, only one or 0.70 percent was between 19-21 years. The mean years of the administrative experience was calculated at 5.93 years with standard deviation of 4.73 years.

This data showed that the elementary school heads were considered neophytes as school administrators. Considering that the length of administrative experience is a gauge for expertise, therefore this group of respondents cannot be considered experts in the field of management.

Years in the present position. The number of years in the present position of the elementary school heads is portrayed in Table 7.

As can be gleaned in the table above, of the 143 elementary school heads, 28 each or 19.58 percent each were 1 and 3 years in the present position, 27 or 18.88 percent were 5 years, 26 or 18.18 percent were 2 years, 18 or 12.59 percent were 4 years, 11 or 7.69 percent were 6 years, two or 1.40 percent were 8 years, and, one each or 0.70 percent each was 7, 9 and 10 years. The mean years of the present position was calculated at 3.35 years with a standard deviation of 1.87 years.

This data denoted that the elementary school heads were just new in their present position, hence, this group of respondents need more exposure in the field of management.

Table 7
Years in Present Position of School Heads

Years in Present Position	F	%
10	1	0.70
9	1	0.70
8	2	1.40
7	1	0.70
6	11	7.69
5	27	18.88
4	18	12.59
3	28	19.58
2	26	18.18
1	28	19.58
Total	143	100.00
Mean	3.35 years	
S. D.	1.87 years	

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

The table below shows that, of the 143 elementary school heads, 96 or 67.13 percent were between 4-10 teachers, 24 or 16.78 percent were between 11-17 teachers, 12 or 8.39 percent were between 18-24 teachers, six or 4.20 percent were between 25-31 teachers, two or 1.40 percent were between 32-38 teachers, and, one or 0.70 percent was between 39-45 teachers. The mean

number of personnel supervised was calculated at 12 teachers with a standard deviation of nine teachers.

Table 8
Number of Personnel Supervised by School Heads

Number of Teachers	F	%
67 - 73	1	0.70
60 - 66	0	0.00
53 - 59	1	0.70
46 - 52	0	0.00
39 - 45	2	1.40
32 - 38	1	0.70
25 - 31	6	4.20
18 - 24	12	8.39
11 - 17	24	16.78
4 - 10	96	67.13
Total	143	100.00
Mean	12 teachers	
S. D.	9 teachers	

The data above-mentioned showed the ideal number of personnel supervised by the elementary school head in the different elementary schools in the Division of Samar, hence, close supervision is needed for the improvement of the performance of the teachers.

In-service trainings attended. Table 9 presents the number of in-service trainings attended by the elementary school heads.

Table 9
In-Service Trainings Attended by School Heads

No. of Trainings	National		Regional		Division		District	
	f	%	F	%	F	%	f	%
13 - 15	0	0.00	8	5.59	27	18.88	89	62.24
10 - 12	0	0.00	7	4.90	47	32.87	23	16.08
7 - 9	0	0.00	5	3.50	42	29.37	2	1.40
4 - 6	23	16.08	7	4.90	13	9.09	21	14.69
1 - 3	120	84.93	116	81.40	14	9.79	8	5.59
Total	143	100.00	143	100.00	143	100.00	143	100.00
Mean	2 trainings		3 trainings		9 trainings		12 trainings	
S. D.	1 training		4 trainings		4 trainings		4 trainings	

As portrayed in the table above, of the 143 elementary school heads, 120 or 84.93 percent had attended 1-3 trainings in the national level while 23 or 16.08 percent had attended 4-6 trainings. The mean average in the attendance of in-service trainings in the national level was 2 trainings with a standard deviation of 1 training.

In the regional level, of the 143 elementary school heads, 116 or 81.40

percent attended 1-3 trainings, eight or 5.59 percent attended 13-15 trainings, seven or 4.90 percent had 10-12 and 4-6 trainings, and, five or 3.50 percent had 7-9 trainings. The mean average in the attendance of in-service trainings in the regional level was 3 trainings with a standard deviation of 4 trainings.

In the division level, of the 143 respondents, 47 or 32.87 percent attended 10-12 trainings, 42 or 29.37 percent had 13-15 trainings, 14 or 9.79 percent had 1-3 trainings, and, 13 or 9.09 percent had 4-6 trainings; The mean average of in-service trainings attended in the division level was 9 trainings with a standard deviation of 4 trainings.

In the district level, of the 143 respondents, 89 or 62.24 percent attended 13-15 trainings, 23 or 16.08 percent had 10-12 trainings, 21 or 14.69 had 4-6 trainings, eight or 5.59 had 1-3 trainings, and, two or 1.40 percent had 7-9 trainings. The mean average of in-service trainings attended in the district level was 12 trainings with a standard deviation of 4 trainings.

The data presented above signified that the elementary school heads were professionally growing by attending in-service trainings in all levels. This became an avenue for them to be updated with the current trends in educational management and therefore enhanced their competence.

Average family income per month. Table 10 depicts the average family income per month of the elementary school heads.

Table 10
Average Monthly Income of School Heads

Income Bracket	F	%
58,000 – 62,999	1	0.70
53,000 – 57,999	0	0.00
48,000 – 52,999	1	0.70
43,000 – 47,999	1	0.70
38,000 – 42,999	2	1.40
33,000 – 37,999	3	2.10
28,000 – 32,999	89	62.23
23,000 – 27,999	13	9.09
18,000 – 22,999	27	18.88
13,000 – 17,999	2	1.40
8,000 – 12,999	6	2.80
Total	143	100.00
Mean	Php26,973.83	
S. D.	Php6,628.16	

As portrayed in the table above, of the 143 elementary school heads, 89 or 62.23 percent had an income between 28,000-32,999, 27 or 18.88 percent between 18,000-22,999, 13 or 9.09 percent between 23,000-27,999, six or 2.80 percent between 8,000-12,999, three or 2.10 percent between 33,000-37,999, two or 1.40 percent between 38,000-42,999 and 13,000-17,999, and one or 0.70 percent between 48,000-52,999 and 43,000-47,999. The mean average income per month was calculated at Php 26,973.83 with a standard deviation of Php 6,628.16.

The data presented above showed that the mean monthly income per month of the elementary school heads was higher than the poverty line in 2010 which was Php 12,468.00, therefore, they can provide their families with the basic necessities of a more decent living.

**Personality Attributes of Elementary School
Heads as Perceived by the Three
Groups of Respondents**

The study attempted to assess the personality attributes of the public elementary school heads. The data of the evaluation made by the three groups of respondents are portrayed in Tables 11 to 16.

Honesty/integrity. The study tried to determine the personality attributes of elementary school heads along honesty/integrity as perceived by their district supervisors, the school heads themselves and their teachers.

Table 11 discloses the information about honesty/integrity. As reflected in said table, on indicator number 1 which states that “the school heads treats teachers equally”, the school heads rated themselves “extremely manifested” with a weighted mean of 4.52 while the district supervisors and teachers rated the school heads “highly manifested” with a weighted mean of 4.48 and 4.17, respectively. On indicator number 2 which states that “the school head is morally upright”, the school heads themselves and district supervisors rated the school heads “extremely manifested” with a weighted mean of 4.65 and 4.52,

Table 11
Personality Attributes of School Heads as Perceived by the
Respondents in terms of Honesty/Integrity

Attributes	School Heads		District Supervisors		Elementary Teachers	
	WM	Int	WM	Int	WM	Int
1. The school head treats teachers equally	4.52	EM	4.48	HM	4.17	HM
2. The school head is morally upright	4.65	EM	4.52	EM	4.34	HM
3. The school head is consistent in what he/she says and does	4.30	HM	4.27	HM	4.21	HM
4. The school head is credible and has excellent reputation for trustworthiness	4.50	HM	4.30	HM	4.28	HM
5. The school head does not violate confidence or does not carelessly divulge potentially harmful information	4.38	HM	4.24	HM	4.28	HM
Grand Weighted Mean	4.47	HM	4.36	HM	4.26	HM
Legend:	4.51 – 5.00	Extremely Manifested		(EM)		
	3.51 – 4.50	Highly Manifested		(HM)		
	2.51 – 3.50	Moderately Manifested		(MM)		
	1.51 – 2.50	Slightly Manifested		(SM)		
	1.00 – 1.50	Not Manifested		(NM)		

respectively while the teachers rated the school heads “highly manifested” with a weighted mean of 4.34. On indicator number 3 which states that “the school head is consistent in what he/she says and does”, the school heads themselves, district supervisors, and teachers rated the school heads “highly manifested” with a weighted mean of 4.30, 4.27, and 4.21, respectively. On indicator number 4 which

states that “the school head is credible and has excellent reputation for trustworthiness”, the school heads themselves, district supervisors, and teachers rated the school heads “highly manifested” with a weighted mean of 4.38, 4.24, and 4.28, respectively. On the indicator number 5 which states that “the school head does not violate confidence or does not carelessly divulge potentially harmful information”, the school heads themselves, district supervisors, and teachers rated the school heads “highly manifested” with a weighted mean of 4.47, 4.36, and 4.26, respectively.

Based on the data presented in Table 11 with reference to the attribute honesty/integrity, it can be concluded that the school heads possessed honesty/integrity in a higher degree/level as perceived by the school heads themselves, district supervisors, and teachers with a grand weighted means of 4.47, 4.36, and 4.26, respectively. As a whole, the grand weighted means of the three groups of respondents was interpreted as “highly manifested”.

Creativity. Table 12 presents the personality attributes of school heads as perceived by the three groups of respondents in terms of creativity.

As can be gleaned in the table above, regarding the number 1 indicator which states that “the school head develops creative solutions and new insights into problems”, the school heads themselves, district supervisors, and teachers rated the school heads as “highly manifested” with weighted means of 4.33, 4.24,

Table 12
Personality Attributes of School Heads as Perceived by the
Respondents in terms of Creativity

Attributes	School Heads		District Supervisors		Elementary Teachers	
	WM	Int	WM	Int	WM	Int
1. The school head develops creative solutions and new insights into problems	4.33	HM	4.24	HM	4.30	HM
2. The school head is imaginative, innovative and dynamic	4.13	HM	4.12	HM	4.35	HM
3. The school head takes the initiative in devising ways and means of helping teachers and students in achieving high educational performance	4.47	HM	4.33	HM	4.35	HM
4. The school head responds with resourcefulness to new people and situations	4.27	HM	4.27	HM	4.30	HM
5. The school head experiments with new approaches to situations/ problems	4.09	HM	4.00	HM	4.50	HM
Grand Weighted Mean	4.26	HM	4.19	HM	4.36	HM

Legend:

4.51 - 5.00	Extremely Manifested	(EM)
3.51 - 4.50	Highly Manifested	(HM)
2.51 - 3.50	Moderately Manifested	(MM)
1.51 - 2.50	Slightly Manifested	(SM)
1.00 - 1.50	Not Manifested	(NM)

and 4.30, respectively. On indicator number 2 which states that “the school head is imaginative, innovative, and dynamic”, the school heads themselves, district supervisors, and teachers judged the school heads as “highly manifested” with weighted means of 4.13, 4.12, and 4.35, respectively. On indicator number 3 which states that “the school head takes the initiative in devising ways and means of helping teachers and students in achieving high educational performance”, the school heads themselves, and teachers rated the school heads as “highly manifested” with weighted means of 4.47, 4.33, and 4.35, respectively. Regarding the indicator number 4 which states that “the school head respond with resourcefulness to new people and situations”, the school heads themselves, district supervisors, and teachers rated the school heads as “highly manifested” with weighted means of 4.09, 4.00, and 4.50, respectively. On indicator number 5 which states that “the school head experiments with new approaches to situations/problems”, the school heads themselves, district supervisors, and teachers rated the school heads as “highly manifested” with weighted means of 4.26, 4.39, and 4.36, respectively.

As a conclusion, the three groups of respondents rated the school heads as “highly manifested” with grand weighted means of 4.26 for the school heads themselves, 4.39 for the district supervisors, and 4.36 for the teachers. The school heads possessed a high degree/level in terms of creativity.

Charisma. Table 13 presents the perceptions of the three groups of respondents on the personality attribute of the school heads in terms of charisma.

Table 13

**Personality Attributes of School Heads as Perceived by the
Respondents in terms of Charisma**

Attributes	School Heads		District Supervisors		Elementary Teachers	
	WM	Int	WM	Int	WM	Int
1. The school head serves as a role model	4.53	EM	4.33	HM	4.33	HM
2. The school head arouse in his/her subordinates the need for achievement of educational goals	4.43	HM	4.33	HM	4.26	HM
3. The school head shows human expressiveness (smiles more, move hands and body more often when speaking and likely to touch others during greetings)	4.42	HM	4.33	HM	4.24	HM
4. The school head shows strong confidence in his/her followers	4.41	HM	4.39	HM	4.34	HM
5. The school head has a developmental attitude towards his/her subordinates	4.25	HM	4.15	HM	4.23	HM
Grand Weighted Mean	4.41	HM	4.31	HM	4.28	HM
Legend:	4.51 – 5.00	Extremely Manifested (EM)				
	3.51 – 4.50	Highly Manifested (HM)				
	2.51 – 3.50	Moderately Manifested (MM)				
	1.51 – 2.50	Slightly Manifested (SM)				
	1.00 – 1.50	Not Manifested (NM)				

On the indicator number 1 which states that “the school head serves as a role model”, the school heads themselves rated “extremely manifested” with a mean of 4.53 while the district supervisor and teachers rated the school as

"highly manifested" with a mean of 4.33 and 4.33, respectively. On the indicator number 2 which states that "the school head arouse in his/her subordinates the need for achievement of educational goals", the school heads themselves, district supervisors, and teachers rated the school heads as "highly manifested" with a mean of 4.43, 4.33, and 4.26, respectively. On the indicator number 3 which states that "the school head shows human expressiveness (smiles more, move hands and body more often when speaking and likely to touch others during greetings)", the school heads themselves, district supervisors, and teachers rated the school heads as "highly manifested" with a mean of 4.42, 4.33, and 4.25, respectively. On the indicator number 4 which states that "the school head shows strong confidence in his/her followers", the school heads themselves, district supervisors, and teachers rated the school heads as "highly manifested" with a mean of 4.25, 4.15, and 4.23, respectively. And, on the indicator number 5 which states that "the school head has a developmental attitude towards his/her subordinates", the school heads themselves, district supervisors, and teachers rated the school heads as "highly manifested" with a mean of 4.25, 4.15, and 4.23, respectively.

As a whole, the grand weighted mean in terms of charisma, the school heads was rated "highly manifested" with a mean of 4.41 from the school heads themselves, 4.31 from the district supervisors, and 4.28 from the teachers. This means that the school heads possessed a high degree/level of charisma.

Initiative. Table 14 present the personality attributes of the school heads in terms of initiative as perceived by the three groups of respondents.

Table 14
Personality Attributes of School Heads as Perceived by the
Respondents in terms of Initiative

Attributes	School Heads		District Supervisors		Elementary Teachers	
	WM	Int	WM	Int	WM	Int
1. The school head takes risks	4.25	HM	4.12	HM	4.16	HM
2. The school head easily adapt to changes	4.32	HM	4.09	HM	4.23	HM
3. The school head determines what needs to be done and initiates a course of action on a particular situation	4.20	HM	4.15	HM	4.21	HM
4. The school head creates/devise and tries new ways and means to deal with school situations effectively	4.31	HM	4.12	HM	4.21	HM
5. The school head takes the initiative to organize or develop procedures, programs, projects and standards that will benefit the school	4.30	HM	4.21	HM	4.31	HM
Grand Weighted Mean	4.28	HM	4.14	HM	4.22	HM
Legend:	4.51 – 5.00	Extremely Manifested	(EM)			
	3.51 – 4.50	Highly Manifested	(HM)			
	2.51 – 3.50	Moderately Manifested	(MM)			
	1.51 – 2.50	Slightly Manifested	(SM)			
	1.00 – 1.50	Not Manifested	(NM)			

As shown in the table above, on the indicator number 1 which states that "the school head takes risk", the school heads themselves, district supervisors, and teachers rated the school heads as "highly manifested" with a mean of 4.25, 4.12, and 4.16, respectively. On the indicator number 2 which states that "the school head easily adapt to changes", the school heads themselves, district supervisors, and teachers rated the school heads as "highly manifested" with a mean of 4.32, 4.09, and 4.23, respectively. On the indicator number 3 which states that "the school head determines what needs to be done and initiates a course of action on a particular situation", the school heads themselves, district supervisors, and teachers rated the school heads "highly manifested" with a mean of 4.20, 4.15, and 4.21, respectively. On the indicator number 4 which states that "the school head creates/devises and tries new ways and means to deal with school situation effectively", the school heads themselves, district supervisors, and teachers rated the school heads "highly manifested" with a mean of 4.31, 4.12, and 4.21, respectively. On the indicator number 5 which states that "the school head takes the initiative to organize or develop procedures, programs, projects and standards that will benefit the school", the three groups of respondents rated the school heads "highly manifested" with a mean of 4.30, 4.21, and 4.31, respectively.

As a whole, the three groups of respondents rated the school heads as "highly manifested" with a grand weighted mean of 4.20, 4.14, and 4.22,

respectively. It meant that the school heads possessed a high degree/ level of personality attributes in terms of initiative.

Self-confidence. Table 15 presents the personality attributes of the elementary school heads in terms of self-confidence as perceived by the three groups of respondents.

Table 15

Personality Attributes of School Heads as Perceived by the Respondents in terms of Self-Confidence

Attributes	School Heads		District Supervisors		Elementary Teachers	
	WM	Int	WM	Int	WM	Int
1.						
2. The school head has assurance of his/her own ideas and abilities	4.48	HM	4.09	HM	4.29	HM
3.						
4. The school head is willing to accept the challenges he/she faces	4.52	HM	4.27	HM	4.34	HM
5.						
6. The school head is assertive for the effective implementation of a decision	4.38	HM	4.12	HM	4.24	HM
7.						
8. The school head is not defensive about his/her failure and admits his/her mistakes	4.04	HM	4.00	HM	4.09	HM
9. The school head is emotionally stable, calm, confident and predictable during crisis	4.30	HM	4.24	HM	4.20	HM
10.						
Grand Weighted Mean	4.34	HM	4.14	HM	4.23	HM

Legend:

4.51 – 5.00	Extremely Manifested (EM)
3.51 – 4.50	Highly Manifested (HM)
2.51 – 3.50	Moderately Manifested (MM)
1.51 – 2.50	Slightly Manifested (SM)
1.00 – 1.50	Not Manifested (NM)

As shown in the table above, with regards to the indicators number 1 which states that "the school head has assurance of his/her own ideas and abilities", the three groups of respondents rated the school heads as "highly manifested" with a mean of 4.48, 4.09, and 4.29, respectively. On the indicator number 2 which states that "the school head is willing to accept the challenges he/she faces", the three groups of respondents rated the school heads "highly manifested" with a mean of 4.52, 4.27, and 4.24, respectively. On the indicator number 3 which states that "the school head is assertive for the effective implementation of a decision", the three groups of respondents rated the school heads "highly manifested" with a mean of 4.38, 4.12, and 4.24, respectively. On the indicators number 4 which states that "the school head is not defensive about his/her failure and admits his/her mistakes", the school head was judged "highly manifested" with a mean of 4.04, 4.00, and 4.09, respectively. And, on the indicator number 5 which states that "the school head is emotionally stable, calm, confident and predictable during crisis", the three groups of respondents rated the school heads "highly manifested" with a mean of 4.30, 4.24, and 4.20, respectively.

As a whole, the personality attributes of the school heads in terms of self-confidence was "highly manifested" with a grand weighted mean of 4.34, 4.14, and 4.23, respectively. It was concluded therefore, that the elementary school heads possessed a high degree/level of self-confidence.

Flexibility/adaptability. Table 16 shows the personality attributes of the elementary school heads in terms of flexibility/adaptability as perceived by the three groups of respondents.

Table 16

Personality Attributes of School Heads as Perceived by the Respondents in terms of Flexibility/Adaptability

Attributes	School Heads		District Supervisors		Elementary Teachers	
	WM	Int	WM	Int	WM	Int
1. The school head recognizes the need to change his/her way of addressing the obstacles and difficulties in certain situations	4.30	HM	4.30	HM	4.19	HM
2. The school head is adaptable to new people, situations information and development	4.38	HM	4.06	HM	4.28	HM
3. The school head is able to handle the unexpected and to shift position	4.27	HM	4.09	HM	4.22	HM
4. The school head adopts new ideas for the school	4.45	HM	4.27	HM	4.39	HM
5. The school head recognizes certain concessions or yielding with the decision of the majority for the benefit of the school	4.48	HM	4.30	HM	4.24	HM
Grand Weighted Mean	4.38	HM	4.20	HM	4.26	HM

Legend:

4.51 – 5.00	Extremely Manifested (EM)
3.51 – 4.50	Highly Manifested (HM)
2.51 – 3.50	Moderately Manifested (MM)
1.51 – 2.50	Slightly Manifested (SM)
1.00 – 1.50	Not Manifested (NM)

As noted in the table above, with regards to the indicator number 1 which states that “the school head recognizes the need to change his/her way of addressing the obstacles and difficulties in certain situations”, the three groups of respondents rated the school heads “highly manifested: with a mean of 4.30, 4.30, and 4.19, respectively. On the indicator number 2 which states that “the school head is adaptable to new people, situations, information and development” with a mean of 4.38, 4.06, and 4.28, respectively. On the indicator number 3 which states that “the school head is able to handle the unexpected and to shift position”, the three groups of respondents rated the school heads with a mean of 4.27, 4.09, and 4.22, respectively. On the indicator number 4 which states that “the school head adopts new ideas for the school”, the three groups of respondents rated the school heads “highly manifested” with a mean of 4.45, 4.27, and 4.39, respectively. And, on the indicator number 5 which states that “the school head recognizes certain concessions or yielding with the decision”, the school heads was rated “highly manifested” wit a mean of 4.48, 4.30, and 4.24, respectively.

As a whole, the school heads were rated “highly manifested” with a grand weighted mean of 4.38, 4.20, and 4.26, respectively. It meant that the school heads possessed a high degree/level of personality attributes in terms of flexibility/adaptability.

**Comparison of the Perceptions of the
Three Groups of Respondents on
the Personality Attributes of
the School Heads**

This section discusses the comparison of the perceptions of the three groups of respondents on the personality attributes of the school heads along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability. The one-way analysis of variance (ANOVA) was employed in this process.

Honesty/integrity. Table 17 presents the comparison of the perceptions of the three groups of respondents on the personality attributes of the elementary school heads in terms of honesty/integrity.

Table 17

**The ANOVA Table in Comparing the Perceptions of the Three Groups
of Respondents on the Personality Attributes of the School
Heads in Terms of Honesty/Integrity**

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	F-critical	Evaluation	Decision
Between Groups	0.114493	2	0.057247	4.387	0.0372	3.885	Significant	Reject Ho.
Within Groups	0.1566	12	0.01305					
Total	0.271093	14	-	-	-	-	-	-

$\alpha = .05$

Applying the one-way ANOVA, it can be stated that the computed F-value of 4.387 was greater than the tabular F-value of 3.885 at 0.05 level of significance with $df = 2$ and 12. Thus the hypothesis which stated that "there is no significant difference in the personality attributes of the elementary school heads along honesty/integrity as perceived by the three groups of respondents" was rejected. This meant that the perceptions of the raters exhibited significant variations as to the honesty/integrity of the elementary school heads.

To find out if which pair of respondents showed differences in their perceptions, the Scheffe's Test was utilized as show in Table 18.

Table 18

**The Scheffe's Table to Ascertain the Significance of the Noted Differences
On the Perceptions of the Three Groups of Respondents on the
Personality of the School Heads in Terms of
Honesty/Integrity**

Groups Compared	Mean Difference	F'-value		Evaluation
		Computed	Critical	
School Heads vs District Supervisors	0.11	2.318	7.770	Not Significant
School Heads vs Teachers	0.21	8.448	7.770	Significant
District Supervisors vs Teachers	0.11	2.318	7.770	Not Significant

Between the school heads and district supervisors' groups, the school heads themselves rated the honesty/integrity of the school heads with a weighted mean of 4.47, while the district supervisors gave a weighted mean 4.36 resulting to a difference of 0.11. In order to test this known difference, the Scheffe's Test was used. The computed F-value was 2.318 which was lower than the critical value of 7.770 at 0.05 level of significance with $df = 2$ and 12. Thus, this data tells us that the opinions of the two groups of respondents regarding honesty/integrity were not significant. Meaning, there was no significant difference existed between the perceptions of the two groups relative to honesty/integrity. Hence, it can be said that their general assessment on honesty/integrity was not "highly manifested", their weighted means showed no wide variations.

The school heads and the teachers' weighted means were 4.47 and 4.26 respectively, resulting to a difference of 0.21. The Scheffe's computed value was 8.448 which was greater than the critical F-value of 7.770 at 0.05 level of significance with $df = 2$ and 12. It can be stated that the observed difference of 0.21 was significant and it can be concluded that the perceptions of the two groups differed from each other. Both considered honesty/integrity of the school heads to be "highly manifested", however, their weighted means showed great variations.

The district supervisors and the teachers' weighted means were 4.36 and 4.26 respectively, resulting to a difference of 0.11. The Scheffe's computed value

was 2.318 which was lesser than the critical F-value at 0.05 level of significance with $df = 2$ and 12. It can be stated that the observed difference of 0.11 was not significant and it can be concluded that the perceptions of these two groups had not differed with each other. Both considered honesty/integrity to be not “highly manifested”, however, their weighted means had not shown variations.

Creativity. Exhibited in Table 19 are the data on the comparison of the perceptions of the three groups of respondents on the personality attributes of the elementary school heads in terms of creativity.

Table 19

The ANOVA Table in Comparing the Perceptions of the Three Groups of Respondents on the Personality Attributes of the School Heads in Terms of Creativity

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	F-critical	Evaluation	Decision
Between Groups	0.07164	2	0.03582	2.246	0.1484	3.885	Not Significant	Accept Ho.
Within Groups	0.19136	12	0.015947					
Total	0.26300	14	-	-	-	-	-	-

$\alpha = .05$

Using the one-way ANOVA, it can be concluded that the computed F-value of 2.246 was lesser than the critical F-value of 3.885 at 0.05 level of significance with $df = 2$ and 12. Thus, the hypothesis which stated that “there is

no significant difference in the personality attributes of the elementary school heads along creativity as perceived by the elementary school heads themselves, district supervisors, and teachers" was accepted. This implied that responses of the three groups of respondents portrayed no variations along creativity of the school heads.

Charisma. Shown in Table 20 are the data on the comparison of the perceptions of the three groups of respondents on the personality attributes of the elementary school heads in terms of charisma. Using the one-way ANOVA, it

Table 20

The ANOVA Table in Comparing the Perceptions of the Three Groups of Respondents on the Personality Attributes of the School Heads in Terms of Charisma

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	F-critical	Evaluation	Decision
Between Groups	0.045773	2	0.022887	3.262	0.07392	3.885	Not Significant	Accept Ho.
Within Groups	0.0842	12	0.007017					
Total	0.129973	14	-	-	-	-	-	-

$\alpha = .05$

can be concluded that the computed F-value was 3.262 was lesser than the critical F-value of 3.885 at 0.05 level of confidence with $df = 2$ and 12. Thus the hypothesis which stated that "there is no significant difference in the personality

attributes of the elementary school heads in terms of charisma as perceived by the school heads themselves, district supervisors, and teachers" was accepted. This implied that the responses of the three groups of respondents portrayed no variations in terms of charisma of elementary school heads.

Initiative. Table 21 presents the comparison of the perceptions of the three groups of respondents on the personality attributes of the elementary school heads in terms of initiative. Using the one-way ANOVA, it can be concluded that

Table 21

The ANOVA Table in Comparing the Perceptions of the Three Groups of Respondents on the Personality Attributes of the School Heads in Terms of Initiative

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	F-critical	Evaluation	Decision
Between Groups	0.048573	2	0.024287	9.612	0.00322	3.885	Significant	Reject Ho.
Within Groups	0.03032	12	0.002527					
Total	0.078893	14	-	-	-	-	-	-

$\alpha = .05$

the computed F-value of 9.612 was higher than the critical F-value of 3.885 a 0.05 level of significance with $df = 2$ and 12. Thus the hypothesis which stated that "there is no significant difference in the personality attributes of the elementary

school heads along initiative as perceived by the school heads themselves, district supervisors, and teachers” was rejected. This meant that the responses of the three groups of respondents showed considerable variations as to the initiative of the elementary school heads.

Since that the computed F-value was significant, the Scheffe’s Test was used to determine if which pair of respondents had marked differences in their perceptions as portrayed in Table 22.

Table 22

**The Scheffe’s Table to Ascertain the Significance of the Noted Differences
On the Perceptions of the Three Groups of Respondents on the
Personality of the School Heads in Terms of
Initiative**

Groups Compared	Mean Difference	F'-value		Evaluation
		Computed	Critical	
School Heads vs District Supervisors	0.14	19.391	7.70	Significant
School Heads vs Teachers District Supervisors	0.05	2.473	7.70	Not Significant
vs Teachers	-0.09	8.013	7.70	Significant

Between the school heads and their district supervisors’ groups, the mean difference stayed at 0.14. The Scheffe’s computed F-value was 19.391 which

proved to be greater than the critical F-value of 7.70 at 0.05 level of significance with $df = 2$ and 12. It pointed out that their responses were obviously different. Both groups deemed the indicators under initiative as “highly manifested” but the difference of 0.14 between the two means manifested its significance.

Between the school heads and teachers’ groups, the difference in their weighted means was 0.05, the Scheffe’s computed F-value was 2.43 which is smaller than the critical value of 7.70 at 0.05 level of significance and $df = 2$ and 12. Hence, this data showed that the perceptions of the two groups of respondents were significantly similar. Both groups believed that their elementary school heads had “highly manifested” the personality attributes in terms of initiative.

In the district supervisors and teachers’ groups, the district supervisors had a weighted mean of 4.14 and the teachers of 4.22 resulting o a difference of 0.09. The Scheffe’s computed F-value was 8.013 which was greater than the critical F-value of 7.70 at 0.05 level of significance with $df = 2$ and 12. It can be deduced that the observed difference of 0.09 was significant and it can be stated that the perceptions of these groups differed from each other. Both considered the personality attributes of the elementary school heads in terms of initiative as “highly manifested” however, their weighted means showed marked differences.

Self-confidence. Portrayed in Table 23 was the comparison of the perceptions of the three groups of respondents on the personality attributes of

the elementary school heads in terms of self-confidence. Using the one-way ANOVA, it can be concluded that the computed F-value of 2.613 was lesser than

Table 23

The ANOVA Table in Comparing the Perceptions of the Three Groups of Respondents on the Personality Attributes of the School Heads in Terms of Self-Confidence

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	F-critical	Evaluation	Decision
Between Groups	0.10048	2	0.05024	2.613	0.11428	3.885	Not Significant	Accept Ho.
Within Groups	0.23072	12	0.019227					
Total	0.3312	14	-	-	-	-	-	-

$\alpha = .05$

critical F-value of 3.885 at 0.05 level of significance with $df = 2$ and 12. Thus the hypothesis which stated that "there was no significant difference in the personality attributes of the elementary school heads in terms of self-confidence as perceived by the school heads themselves, district supervisors, and teachers" was accepted. This implies that the responses of the three groups of respondents were similar.

Flexibility/adaptability. Exhibited in Table 24 is the comparison of the perceptions on the personality attributes of the elementary school heads in terms

of flexibility/adaptability. Using the one-way ANOVA, it can be concluded that the computed F-value of 4.103 was higher than the tabular F-value of 3.885 at 0.05 level of significance with $df = 2$ and 12. Thus the hypothesis which stated

Table 24

The ANOVA Table in Comparing the Perceptions of the Three Groups of Respondents on the Personality Attributes of the School Heads in Terms of Flexibility/Adaptability

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	F-critical	Evaluation	Decision
Between Groups	0.076213	2	0.038107	4.103	0.046304	3.885	Significant	Reject H_0 .
Within Groups	0.11396	12	0.009497					
Total	0.190173	14	-	-	-	-	-	-

$\alpha = .05$

that "there was no significant difference in the personality attributes of the elementary school heads in terms of flexibility/adaptability as perceived by the school heads themselves, district supervisors, and teachers" was rejected. This implied that the responses of the three groups of respondents showed considerable variations as to the flexibility/adaptability of the elementary school heads.

Since that the computed F-value was significant, the Scheffe's Test was utilized to determine if which pair of respondents that marked differences in their perceptions as portrayed in Table 25.

Between the school heads and district supervisors' groups, the mean difference was 0.17. The Scheffe's computed F-value was 7.806 which proved to be greater than the critical F-value of 7.770 at 0.05 level of significance with $df = 2$

Table 25

**The Scheffe's Table to Ascertain the Significance of the Noted Differences
On the Perceptions of the Three Groups of Respondents on the
Personality of the School Heads in Terms of
Flexibility/Adaptability**

Groups Compared	Mean Difference	F'-value		Evaluation
		Computed	Critical	
School Heads vs District Supervisors	0.17	7.806	7.770	Significant
School Heads vs Teachers District Supervisors	0.11	3.185	7.770	Not Significant
vs Teachers	-0.06	0.948	7.770	Not Significant

and 12. It pointed out that their responses were different. Both groups deemed the indicator flexibility/adaptability “highly manifested” but the difference of 0.17 between the two means manifested significance.

Between the school heads and teachers’ groups, the difference in their weighted means was 0.11, the Scheffe’s computed F-value was 3.185 which is lesser than the critical F-value of 7.770 at 0.05 level of significance with $df = 2$ and 12. Hence, this data showed that the perceptions of the groups of respondents were significantly similar. Both groups believed that their elementary school heads had a “highly manifested” flexibility/adaptability personality attributes.

In the district supervisors and teachers’ groups, the mean difference was - 0.06. The Scheffe’s computed F-value was 0.948 which was lesser than the critical F-value of 7.770 at 0.05 level of significance with $df = 2$ and 12. Hence, this data portrayed that the perceptions of the groups of respondents were significantly similar. Both groups believed that their elementary school heads had a “highly manifested” perceptions along flexibility/adaptability.

Relationship Between the Elementary School Heads’ Personality Attributes and their Related Variates

Tables 26 to 35 present the results of the correlation analysis in associating relationship between the elementary school heads’ personality attributes and their related variates in terms of age; sex; civil status; educational qualification; years in teaching experience; years in administrative experience; years in present

position; number of personnel supervised; in-service trainings attended; and average family income per month.

Age. Table 26 presents the result of the correlation analysis between the age of the elementary school heads and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

Table 26

Result of the Correlation Analysis in Associating Relationship Between the Age of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	-.010	-0.119	Not Significant	Accept Ho.
Creativity	-.186	-2.248	Significant	Reject Ho.
Charisma	-.242	-2.962	Significant	Reject Ho.
Self-Confidence	-.210	-2.550	Significant	Reject Ho.
Initiative	-.133	-1.593	Not Significant	Accept Ho.
Flexibility	-.177	-2.135	Significant	Reject Ho.

$n=143;$
 $df=141;$

$\alpha=.05;$
 $t\text{-critical value}=\pm 1.960.$

In associating the age of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at $-.010$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.119 which turned lesser than the critical t-value of ± 1.960 at $.05$ level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that age of elementary school heads has nothing to do with their honesty/integrity.

In associating the age of the elementary school heads and their creativity, the coefficient of correlation was calculated at $-.186$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -2.248 which turned greater than the critical t-value of ± 1.960 at $.05$ level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that age of elementary school heads has something to do with their creativity. The correlation being negative, suggested an inverse correlation which signified that the younger elementary school heads are more creative than the older ones.

In associating the age of the elementary school heads and their charisma, the coefficient of correlation was calculated at $-.242$ which denoted a negative

slight correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -2.962 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that age of elementary school heads has something to do with their charisma. The correlation being negative, suggested an inverse correlation which signified that the younger elementary school heads are more charismatic than the older ones.

In associating the age of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at -.210 which denoted a negative slight correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -2.550 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that age of elementary school heads has something to do with their self-confidence. The correlation being negative, suggested an inverse correlation which signified that the younger elementary school heads are more self-confident than the older ones.

In associating the age of the elementary school heads and their initiative, the coefficient of correlation was calculated at -.133 which denoted a negative

negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -1.593 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that age of elementary school heads has nothing to do with their initiative. Both the young and old elementary school heads manifested similar initiative.

In associating the age of the elementary school heads and their flexibility, the coefficient of correlation was calculated at -.177 which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -2.135 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that age of elementary school heads has something to do with their flexibility. The correlation being negative, suggested an inverse correlation which signified that the younger elementary school heads are more flexible than the older ones.

Sex. Table 27 presents the result of the correlation analysis between the sex of the elementary school heads and their personality attributes along

honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

Table 27

Result of the Correlation Analysis in Associating Relationship Between the Sex of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.106	1.266	Not Significant	Accept Ho.
Creativity	.114	1.363	Not Significant	Accept Ho.
Charisma	.047	0.559	Not Significant	Accept Ho.
Self-Confidence	.093	1.109	Not Significant	Accept Ho.
Initiative	.072	.857	Not Significant	Accept Ho.
Flexibility	.096	1.145	Not Significant	Accept Ho.
<i>n=143;</i> <i>df=141;</i> <i>a=.05;</i> <i>t-critical value= ±1.960.</i>				

In associating the sex of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at .106 which

denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.266 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that sex of elementary school heads has nothing to do with their honesty/integrity.

In associating the sex of the elementary school heads and their creativity, the coefficient of correlation was calculated at .114 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.363 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that sex of elementary school heads has nothing to do with their creativity.

In associating the sex of the elementary school heads and their charisma, the coefficient of correlation was calculated at .047 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.559 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not

significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that sex of elementary school heads has nothing to do with their charisma.

In associating the sex of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at .093 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.109 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that sex of elementary school heads has nothing to do with their self-confidence.

In associating the sex of the elementary school heads and their initiative, the coefficient of correlation was calculated at .072 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of .857 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that sex of elementary school heads has nothing to do with their initiative.

In associating the sex of the elementary school heads and their flexibility, the coefficient of correlation was calculated at .096 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.145 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that sex of elementary school heads has nothing to do with their flexibility.

Civil status. Table 28 presents the result of the correlation analysis between the civil status of the elementary school heads and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

In associating the civil status of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at .104 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.242 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that civil status of elementary school heads has nothing to do with their honesty/integrity.

Table 28

Result of the Correlation Analysis in Associating Relationship Between the Civil Status of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.104	1.242	Not Significant	Accept Ho.
Creativity	-.091	-1.085	Not Significant	Accept Ho.
Charisma	-.108	-1.290	Not Significant	Accept Ho.
Self-Confidence	-.081	-0.965	Not Significant	Accept Ho.
Initiative	-.075	-0.893	Not Significant	Accept Ho.
Flexibility	.134	1.606	Not Significant	Accept Ho.

$n=143;$ $a=.05;$
 $df=141;$ $t\text{-critical value} = \pm 1.960.$

In associating the civil status of the elementary school heads and their creativity, the coefficient of correlation was calculated at -.091 which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -1.085 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was

not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that civil status of elementary school heads has nothing to do with their creativity.

In associating the civil status of the elementary school heads and their charisma, the coefficient of correlation was calculated at $-.108$ which denoted a negligible negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -1.290 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that civil status of elementary school heads has nothing to do with their charisma.

In associating the civil status of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at $-.081$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.965 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that civil status of elementary school heads has nothing to do with their self-confidence.

In associating the civil status of the elementary school heads and their initiative, the coefficient of correlation was calculated at $-.075$ which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.893 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that civil status of elementary school heads has nothing to do with their initiative.

In associating the civil status of the elementary school heads and their flexibility, the coefficient of correlation was calculated at $.134$ which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.106 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that civil status of elementary school heads has nothing to do with their flexibility.

Educational background. Table 29 presents the result of the correlation analysis between the educational background of the elementary school heads and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

In associating the educational background of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at $-.057$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t -test, it yielded a t -value of -0.678 which turned lesser than the critical t -value of ± 1.960 at $.05$ level of significance and $df = 141$. This signified that the relation between the aforesaid

Table 29

Result of the Correlation Analysis in Associating Relationship Between the Educational Background of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t -value	Evaluation	Decision
Honesty/Integrity	$-.057$	-0.678	Not Significant	Accept H_0 .
Creativity	$-.178$	-2.148	Significant	Reject H_0 .
Charisma	$-.120$	-1.435	Not Significant	Accept H_0 .
Self-Confidence	$-.191$	-2.311	Significant	Reject H_0 .
Initiative	$-.130$	-1.557	Not Significant	Accept H_0 .
Flexibility	$-.183$	-2.210	Significant	Reject H_0 .
$n=143$; $df=141$;		$\alpha=.05$; t -critical value= ± 1.960 .		

variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that educational background of elementary school heads has nothing to do with their honesty/integrity.

In associating the educational background of the elementary school heads and their creativity, the coefficient of correlation was calculated at $-.178$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -2.148 which turned greater than the critical t-value of ± 1.960 at $.05$ level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that educational background of elementary school heads has something to do with their creativity. The correlation being negative, suggested an inverse correlation which signified that the elementary school heads with baccalaureate degrees only are more creative than the ones with advance education. Expectedly, elementary school heads with higher educational level should be more creative but this study proved otherwise.

In associating the educational background of the elementary school heads and their charisma, the coefficient of correlation was calculated at $-.120$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -1.435

which turned lesserr than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that educational background of elementary school heads has nothing to do with their charisma.

In associating the educational background of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at $-.191$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -2.311 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that educational background of elementary school heads has something to do with their self-confidence. The correlation being negative, suggested an inverse correlation which signified that the elementary school heads with the minimum educational qualification are more self-confident than the ones who had attained higher advance education.

In associating the educational background of the elementary school heads and their initiative, the coefficient of correlation was calculated at $-.130$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -1.557

which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that educational background of elementary school heads has nothing to do with their initiative.

In associating the educational background of the elementary school heads and their flexibility, the coefficient of correlation was calculated at $-.183$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -2.210 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that educational background of elementary school heads has something to do with their flexibility. The correlation being negative, suggested an inverse correlation which signified that the elementary school heads with the minimum educational background are more flexible than the ones with the maximum educational qualification.

Teaching experience. Table 30 presents the result of the correlation analysis between the teaching experience of the elementary school heads and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

In associating the teaching experience of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at .011

Table 30

Result of the Correlation Analysis in Associating Relationship Between the Teaching Experience of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.011	0.131	Not Significant	Accept Ho.
Creativity	-.033	-0.392	Not Significant	Accept Ho.
Charisma	-.091	-1.085	Not Significant	Accept Ho.
Self-Confidence	-.055	-0.654	Not Significant	Accept Ho.
Initiative	-.049	-0.583	Not Significant	Accept Ho.
Flexibility	-.015	-0.178	Not Significant	Accept Ho.
<i>n=143;</i> <i>df=141;</i>				
<i>a=.05;</i> <i>t-critical value= ±1.960.</i>				

which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.131 which turned lesser than the critical t-value of ± 1.960 at .05 level of

significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that teaching experience of elementary school heads has nothing to do with their honesty/integrity.

In associating the teaching experience of the elementary school heads and their creativity, the coefficient of correlation was calculated at $-.033$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.392 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that teaching experience of elementary school heads has nothing to do with their creativity.

In associating the teaching experience of the elementary school heads and their charisma, the coefficient of correlation was calculated at $-.091$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -1.085 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that teaching experience of elementary school heads has nothing to do with their charisma.

In associating the teaching experience of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at $-.055$ which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.654 which turned lesser than the critical t-value of ± 1.960 at $.05$ level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that teaching experience of elementary school heads has nothing to do with their self-confidence.

In associating the teaching experience of the elementary school heads and their initiative, the coefficient of correlation was calculated at $-.049$ which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.583 which turned lesser than the critical t-value of ± 1.960 at $.05$ level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that teaching experience of elementary school heads has nothing to do with their initiative.

In associating the teaching experience of the elementary school heads and their flexibility, the coefficient of correlation was calculated at $-.015$ which denoted a negative negligible correlation. Further test of the significance of the

coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.178 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that teaching experience of elementary school heads has nothing to do with their flexibility.

Administrative experience. Table 31 presents the result of the correlation analysis between the administrative experience of the elementary school heads and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

In associating the administrative experience of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at .137 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.642 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that administrative experience of elementary school heads has nothing to do with their honesty/integrity.

Table 31

Result of the Correlation Analysis in Associating Relationship Between the Administrative Experience of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.137	1.642	Not Significant	Accept Ho.
Creativity	-.012	-0.143	Not Significant	Accept Ho.
Charisma	.052	0.618	Not Significant	Accept Ho.
Self-Confidence	.117	1.393	Not Significant	Accept Ho.
Initiative	.112	1.338	Not Significant	Accept Ho.
Flexibility	.049	0.583	Not Significant	Accept Ho.

$n=143;$ $\alpha=.05;$
 $df=141;$ $t\text{-critical value} = \pm 1.960.$

In associating the administrative experience of the elementary school heads and their creativity, the coefficient of correlation was calculated at -.012 which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.143 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the

aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that administrative experience of elementary school heads has nothing to do with their creativity.

In associating the administrative experience of the elementary school heads and their charisma, the coefficient of correlation was calculated at .052 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.618 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that administrative experience of elementary school heads has nothing to do with their charisma.

In associating the administrative experience of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at .117 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.393 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that administrative

experience of elementary school heads has nothing to do with their self-confidence.

In associating the administrative experience of the elementary school heads and their initiative, the coefficient of correlation was calculated at .112 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.338 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that administrative experience of elementary school heads has nothing to do with their initiative.

In associating the administrative experience of the elementary school heads and their flexibility, the coefficient of correlation was calculated at .049 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.583 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that administrative experience of elementary school heads has nothing to do with their flexibility.

Years in present position. Table 32 presents the result of the correlation analysis between the years in present position of the elementary school heads

and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

Table 32

Result of the Correlation Analysis in Associating Relationship Between the Years in Present Position of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.032	0.380	Not Significant	Accept Ho.
Creativity	.034	0.404	Not Significant	Accept Ho.
Charisma	-.051	-0.606	Not Significant	Accept Ho.
Self-Confidence	.044	0.523	Not Significant	Accept Ho.
Initiative	.022	0.261	Not Significant	Accept Ho.
Flexibility	.054	0.642	Not Significant	Accept Ho.
<hr/> <i>n=143;</i> <i>a=.05;</i> <i>df=141;</i> <i>t-critical value= ±1.960.</i>				

In associating the years in present position of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at .032 which denoted a positive negligible correlation. Further test of the

significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.380 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that years in present position of elementary school heads has nothing to do with their honesty/integrity.

In associating the years in present position of the elementary school heads and their creativity, the coefficient of correlation was calculated at .034 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.404 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that years in present position of elementary school heads has nothing to do with their creativity.

In associating the years in present position of the elementary school heads and their charisma, the coefficient of correlation was calculated at -.051 which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of -0.606 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance

and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that years in present position of elementary school heads has nothing to do with their charisma.

In associating the years in present position of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at .044 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.523 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that years in present position of elementary school heads has nothing to do with their self-confidence.

In associating the years in present position of the elementary school heads and their initiative, the coefficient of correlation was calculated at .022 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.261 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that years in present position of elementary school heads has nothing to do with their initiative.

In associating the years in present position of the elementary school heads and their flexibility, the coefficient of correlation was calculated at .054 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.642 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that years in present position of elementary school heads has nothing to do with their flexibility.

In-service trainings. Table 33 presents the result of the correlation analysis between the in-service trainings of the elementary school heads and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

In associating the in-service trainings of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at .042 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.499 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that in-service trainings of elementary school heads has nothing to do with their honesty/integrity.

Table 33

Result of the Correlation Analysis in Associating Relationship Between the In-Service Trainings of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.042	0.499	Not Significant	Accept Ho.
Creativity	.170	2.048	Significant	Reject Ho.
Charisma	.080	0.953	Not Significant	Accept Ho.
Self-Confidence	.182	2.198	Significant	Reject Ho.
Initiative	.124	1.484	Not Significant	Accept Ho.
Flexibility	.237	2.897	Significant	Reject Ho.

$n=143;$ $\alpha=.05;$
 $df=141;$ $t\text{-critical value} = \pm 1.960.$

In associating the in-service trainings of the elementary school heads and their creativity, the coefficient of correlation was calculated at .170 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 2.048 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null

hypothesis to this effect. This denoted that in-service trainings of elementary school heads has something to do with their creativity. The correlation being positive, suggested a direct proportional correlation which signified that the elementary school heads with more in-service trainings are more creative than the ones with only few in-service trainings

In associating the in-service trainings of the elementary school heads and their charisma, the coefficient of correlation was calculated at .080 which denoted a negative negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.953 which turned lesserr than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that in-service trainings of elementary school heads has nothing to do with their charisma.

In associating the in-service trainings of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at .182 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 2.198 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that in-service trainings of elementary

school heads has something to do with their self-confidence. The correlation being positive, suggested a direct proportional correlation which signified that the elementary school heads with more in-service trainings are more self-confident than the ones who had few in-service trainings only.

In associating the in-service trainings of the elementary school heads and their initiative, the coefficient of correlation was calculated at .124 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.484 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that in-service trainings of elementary school heads had nothing to do with their initiative.

In associating the in-service trainings of the elementary school heads and their flexibility, the coefficient of correlation was calculated at .237 which denoted a positive slight correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 2.897 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that in-service trainings of elementary school heads had something to do with their flexibility. The correlation being

positive, suggested a direct proportional correlation which signified that the elementary school heads with more in-service trainings are more flexible than the ones with maximum in-service trainings only.

Average monthly income. Table 34 presents the result of the correlation analysis between the average monthly income of the elementary school heads

Table 34

Result of the Correlation Analysis in Associating Relationship Between the Average Monthly Income of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.098	1.169	Not Significant	Accept Ho.
Creativity	.020	0.238	Not Significant	Accept Ho.
Charisma	.065	0.773	Not Significant	Accept Ho.
Self-Confidence	.021	0.249	Not Significant	Accept Ho.
Initiative	.008	0.095	Not Significant	Accept Ho.
Flexibility	.021	0.249	Not Significant	Accept Ho.
<i>n=143;</i> <i>df=141;</i>				
<i>a=.05;</i> <i>t-critical value= ±1.960.</i>				

and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

In associating the average monthly income of the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at .098 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.169 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that average monthly income of elementary school heads has nothing to do with their honesty/integrity.

In associating the average monthly income of the elementary school heads and their creativity, the coefficient of correlation was calculated at .020 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.238 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. Thus this signaled the researcher to accept the corresponding null hypothesis to this effect. This denoted that average monthly income of elementary school heads has nothing to do with their creativity.

In associating the average monthly income of the elementary school heads and their charisma, the coefficient of correlation was calculated at .065 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.773 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that average monthly income of elementary school heads has nothing to do with their charisma.

In associating the average monthly income of the elementary school heads and their self-confidence, the coefficient of correlation was calculated at .021 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.249 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that average monthly income of elementary school heads has nothing to do with their self-confidence.

In associating the average monthly income of the elementary school heads and their initiative, the coefficient of correlation was calculated at .008 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.095

which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that average monthly income of elementary school heads has nothing to do with their initiative.

In associating the average monthly income of the elementary school heads and their flexibility, the coefficient of correlation was calculated at .021 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 0.249 which turned lesser than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that average monthly income of elementary school heads has nothing to do with their flexibility.

Number of person supervised. Table 35 presents the result of the correlation analysis between the number of person supervised by the elementary school heads and their personality attributes along honesty/integrity; creativity; charisma; initiative; self-confidence; and flexibility/adaptability.

In associating the number of person supervised by the elementary school heads and their honesty/integrity, the coefficient of correlation was calculated at .144 which denoted a positive negligible correlation. Further test

of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.728 which turned lesser than the critical t-value of ± 1.960 at

Table 35

Result of the Correlation Analysis in Associating Relationship Between the Number of Person Supervised of the Elementary School Heads and Their Personality Attributes

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.144	1.728	Not Significant	Accept Ho.
Creativity	.166	1.999	Significant	Reject Ho.
Charisma	.180	2.173	Significant	Reject Ho.
Self-Confidence	.220	2.678	Significant	Reject Ho.
Initiative	.181	2.165	Significant	Reject Ho.
Flexibility	.210	2.550	Significant	Reject Ho.

$n=143;$ $a=.05;$
 $df=141;$ $t\text{-critical value} = \pm 1.960.$

.05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was not significant. This suggested the researcher to accept the corresponding null hypothesis to this effect. This meant that number of

persons supervised by the elementary school heads has nothing to do with their honesty/integrity.

In associating the number of persons supervised by the elementary school heads and their creativity, the coefficient of correlation was calculated at .166 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 1.999 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. Thus this signaled the researcher to reject the corresponding null hypothesis to this effect. This denoted that number of persons supervised by the elementary school heads has something to do with their creativity. The correlation being positive, suggested a direct proportional correlation. That is, the more the number of personnel supervised by the elementary school heads, the more creative the are.

In associating the number of personnel supervised by the elementary school heads and their charisma, the coefficient of correlation was calculated at .180 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 2.173 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. This suggested the researcher to reject the corresponding null hypothesis to this effect. This meant that number of

personnel supervised by elementary school heads has something to do with their charisma. The correlation being positive, suggested a direct proportional correlation. Meaning, the more the number of personnel supervised by the elementary school heads to greater charisma they possessed.

In associating the number of personnel supervised by the elementary school heads and their self-confidence, the coefficient of correlation was calculated at .220 which denoted a positive slight correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 2.678 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. This suggested the researcher to reject the corresponding null hypothesis to this effect. This meant that number of personnel supervised by the elementary school heads has something to do with their self-confidence. The correlation being positive, suggested a direct proportional correlation. That is, the more the number of personnel supervised by the elementary school heads, the more self-confident they are.

In associating the number of personnel supervised by the elementary school heads and their initiative, the coefficient of correlation was calculated at .181 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 2.165 which turned greater than the critical t-value of ± 1.960 at .05 level

of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. This suggested the researcher to reject the corresponding null hypothesis to this effect. This meant that number of personnel supervised by the elementary school heads has something to do with their initiative. The correlation being positive denoted a direct proportional correlation. That is, the more the number of personnel supervised by the elementary school heads, the more initiative they possessed.

In associating the number of personnel supervised by the elementary school heads and their flexibility, the coefficient of correlation was calculated at .210 which denoted a positive negligible correlation. Further test of the significance of the coefficient of correlation using the Fisher's t-test, it yielded a t-value of 2.550 which turned greater than the critical t-value of ± 1.960 at .05 level of significance and $df = 141$. This signified that the relation between the aforesaid variables was significant. This suggested the researcher to reject the corresponding null hypothesis to this effect. This meant that number of personnel supervised by the elementary school heads has something to do with their flexibility. The correlation being positive signified a direct proportional correlation which meant that the more the number of personnel supervised them, the more flexible they are.

**Performance Ratings of the Elementary School
Heads for the Last Three Years Based on
the Revised Performance Appraisal
System for Teachers**

Table 36 reveals the average performance ratings of elementary school teachers for the past three years based on the revised performance appraisal system for teachers (RPAST). It can be gleaned from the table that for the first year, majority of the elementary school teachers obtained performance rating of

Table 36

**Average Performance Ratings of Elementary School Teachers for the
Past Three Years Based on the RPAST**

Performance Rating	Year 1		Year 2		Year 3	
	f	%	f	%	f	%
9.10 – 9.61	1	0.31	1	0.31	2	0.61
8.58 – 9.09	30	9.17	20	6.12	32	9.79
8.06 – 8.57	128	39.14	143	43.73	131	40.06
7.54 – 8.05	165	50.46	163	49.84	162	49.54
7.02 – 7.53	3	0.92	0	0.00	0	0.00
Total	327	100.00	327	100.00	327	100.00
Mean	8.21		8.23		8.25	
S. D.	0.26		0.25		0.27	

7.54 – 8.05 accounting for 165 or 50.46 percent while 128 of them or 39.14 percent obtained ratings between 8.06 – 8.57; 30 or 9.17 percent obtained 8.58 – 9.09; three or 0.92 percent obtained 7.02 – 7.53, and only one or 0.31 percent obtained 9.10 – 9.61. In the over-all, the elementary school teachers obtained an average performance rating of 8.21 denoting “very satisfactory” performance.

The same table reveals the average performance of the elementary school teachers for year 2. It can be noted that of the 327 respondents majority of them obtained ratings between 7.54 – 8.05 comprising 163 or 49.84 percent; 143 of them or 43.73 percent obtained ratings between 8.06 – 8.57; 20 or 6.12 percent garnered ratings between 8.58 – 9.09 and only one or 0.31 percent obtained rating between 9.10 – 9.61. Taken as a whole, the elementary school teachers obtained mean performance rating of 8.23 for the year 2 which with an adjectival rating of “very satisfactory.”

Too, the same table shows the performance rating of the elementary school teachers for the year 3. The table categorically reveals that of the 327 elementary school teachers, a good number garnered performance ratings between 7.54 – 8.05 accounting for 162 or 49.54 percent while 131 or 40.06 percent obtained ratings between 8.06 – 8.57; 32 or 9.79 percent, 8.58 – 9.09 and only two or 0.61 percent obtained ratings between 9.10 – 9.61. In the over-all, the elementary school teachers obtained mean performance rating of 8.25 which denoted an adjectival rating of “very satisfactory.”

Performance of the Elementary School Teachers
Based on the National Competency-Based
Teacher Standards (NCBTS)

Too this study looked into the performance of the elementary school teachers based on the National Competency-Based Teacher Standards (NCBTS) along the following domains, namely: social regard for learning; learning environment; diversity of teachers; curriculum; planning, assessing and reporting; community linkages, and personal growth and development. Table 28 portrays the information.

Social regard for learning. Table 37 portrays that along the domain of social regard for learning, the elementary school teachers arrived at the average performance of 3.76 which can be interpreted as “high.” This signified that the level of competence of the elementary school teachers in the KSA is high, which denotes that their strength may not be a priority training or professional development need, but should be continued to enhance this competency.

Learning environment. Likewise, Table 37 portrays that along the domain of learning environment, the elementary school teachers arrived at the average performance of 3.71 which can be interpreted as “high.” This signified that the level of competence of the elementary school teachers in the KSA is high, which denotes that their strength may not be a priority training or professional development need, but should be continued to enhance this competency.

Table 37
Performance of the Elementary School Teachers
Based on the NCBTS

Domain	Average	Interpretation
1. Social Regard for Learning	3.76	High
2. Learning Environment	3.71	High
3. Diversity of Teachers	3.67	High
4. Curriculum	3.64	High
5. Planning/ Assessing and Reporting	3.72	High
6. Communication Linkages	3.69	High
7. Personnel Growth and Development	3.71	High
Over-All Mean	3.70	High <i>(The level of competence in the KSA is high. That is, the strength, may not be a priority training or professional development need, but it should be continued to enhance this competency)</i>

Legend:

<u>Scale</u>	<u>Interpretation</u>	<u>Description</u>
3.51 - 4.00	High	The level of competence in the KSA is high, that is, the strength, may not be a priority training or professional development need, but should be continued to enhance this competency.
2.51 - 3.50	Satisfactory	The level of competence in the KSA is satisfactory, that is, benefit would be derived from further training and professional development
1.51 - 2.50	Fair	The level of competence in the KSA is fair, that is, further training is needed and professional development is a priority.
1.00 - 1.50	Low	The level of competence in the KSA is low, that is training and professional development is urgently needed.

Diversity of teachers. Table 37, also, portrays that along the domain of diversity of teachers, the elementary school teachers arrived at the average performance of 3.67 which can be interpreted as “high.” This signified that the level of competence of the elementary school teachers in the KSA is high, which denotes that their strength may not be a priority training or professional development need, but should be continued to enhance this competency.

Curriculum. Too, Table 37 portrays that along the domain of social curriculum, the elementary school teachers arrived at the average performance of 3.64 which can be interpreted as “high.” This signified that the level of competence of the elementary school teachers in the KSA is high, which denotes that their strength may not be a priority training or professional development need, but should be continued to enhance this competency.

Planning, assessing and reporting. Further, Table 37 portrays that along the domain of planning, assessing and reporting, the elementary school teachers arrived at the average performance of 3.72 which can be interpreted as “high.” This signified that the level of competence of the elementary school teachers in the KSA is high, which denotes that their strength may not be a priority training or professional development need, but should be continued to enhance this competency.

Community linkages. Furthermore, Table 37 portrays that along the domain of community linkages, the elementary school teachers arrived at the average performance of 3.69 which can be interpreted as “high.” This signified

that the level of competence of the elementary school teachers in the KSA is high, which denotes that their strength may not be a priority training or professional development need, but should be continued to enhance this competency.

Personal growth and development. Moreover, Table 37 portrays that along the domain of personal growth and development, the elementary school teachers arrived at the average performance of 3.71 which can be interpreted as "high." This signified that the level of competence of the elementary school teachers in the KSA is high, which denotes that their strength may not be a priority training or professional development need, but should be continued to enhance this competency.

In the over-all, the performance of the elementary school teachers was posted at 3.70 which denoted as "high." This signified that the level of competence of the elementary school teachers in the KSA is high, which means that their strength may not be a priority training or professional development need, but should be continued to enhance this competency.

Relationship Between the Personality Attributes of the Public Elementary School Heads their Teachers' Performance

Another area considered in this study was to look into the relationship between the personality attributes of the public elementary school heads and the performance of the teachers along the two parameters, namely: RPAST and NCBTS. Table 38 depicts the correlation analysis.

RPAST. In associating between the personality attributes of the elementary school heads and the performance of the elementary school teachers based on the RPAST, Table 38 shows that the coefficient correlation was posted .088 denoting a negligible correlation. Further test, using the Fisher's t-test showed a computed value of 1.593 which turned lesser than the critical value of

Table 38

Result of the Correlation Analysis in Associating Relationship Between the Performance of the Elementary School Teachers Based on the RPAST and the Personality Attributes of the Elementary School Heads

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.131	1.569	Not Significant	Accept Ho.
Creativity	.139	1.667	Not Significant	Accept Ho.
Charisma	.160	1.925	Not Significant	Accept Ho.
Self-Confidence	.223	2.716	Significant	Reject Ho.
Initiative	.240	2.936	Significant	Reject Ho.
Flexibility	.195	2.361	Significant	Reject Ho.
<i>n=143;</i> <i>df=141;</i>		<i>a=.05;</i> <i>t-critical value= ±1.960.</i>		

1.960 at $\alpha = .05$ and $df = 325$. This suggested that the relationship between the aforesaid variables was not significant. This gave the researcher, therefore, the signal to accept the corresponding null hypothesis to this effect. This meant that the performance of the elementary school teachers based on the RPAST had nothing to do with the personality attributes of the elementary school heads.

NCBTS. In associating between the personality attributes of the elementary school heads and the performance of the elementary school teachers based on the NCBTS, Table 39, likewise, shows that the coefficient correlation

Table 39

Result of the Correlation Analysis in Associating Relationship Between the Performance of the Elementary School Teachers Based on the NCBTS and the Personality Attributes of the Elementary School Heads

Personality Attributes	Coefficient of Correlation	Fisher's t-value	Evaluation	Decision
Honesty/Integrity	.049	0.583	Not Significant	Accept Ho.
Creativity	.035	0.416	Not Significant	Accept Ho.
Charisma	.039	0.463	Not Significant	Accept Ho.
Self-Confidence	-.008	-0.095	Not Significant	Accept Ho.
Initiative	.016	0.190	Not Significant	Accept Ho.
Flexibility	-.027	-0.321	Not Significant	Accept Ho.
<i>n=143;</i> <i>df=141;</i>		<i>a=.05;</i> <i>t-critical value= ±1.960.</i>		

was posted .132 denoting a negligible correlation. Further test, using the Fisher's t-test showed a computed value of .2.401 which turned greater than the critical value of 1.960 at $\alpha = .05$ and $df = 325$. This suggested that the relationship between the aforesaid variables was significant. This led to the rejection of the corresponding null hypothesis to this effect. This meant that the performance of the elementary school teachers based on the NCBTS greatly influenced the personality attributes of the school heads. The correlation being positive suggested a direct proportional relationship. This meant that the higher the NCBTS performance of the elementary school teachers, the more favorable were the personality attributes of the school heads. And if it turned the otherwise, the personality attributes of the elementary school heads tend to be less favorable.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study, the conclusions drawn based on the findings of the study and the corresponding recommendations based on the conclusions drawn from the findings of this study.

Summary of Findings

The following were the salient findings of the study:

1. The average age of the elementary school heads was pegged at 48.63 years old with a standard deviation of 8.64 years.
2. Among the 143 elementary school heads, 102 or 71.33 percent were females while 41 or 28.67 percent were males.
3. Of the 143 elementary school heads, 127 or 88.81 percent were married, nine or 6.29 percent were single, 6 or 4.20 percent were widowed, and one or 0.70 was separated/annulled.
4. Concerning their educational qualifications, of the 143 elementary school heads, 96 or 67.13 percent had Master of Arts/Master of Science units, 27 or 18.88 percent finished Master of Arts/Master of Science degrees, 11 or 7.69 percent had Doctoral units, five or 3.50 percent finished Doctoral degrees, and four or 2.80 percent finished Baccalaureate degrees.

5. As regards to their years of teaching experience, the elementary school heads had an average length of service of 18.49 years with a standard deviation of 8.28 years.

6. Relative to their years of administrative experience, the elementary school heads had an average of 5.93 years with a standard deviation of 4.73 years.

7. As regards to their years of experience in the present position, the elementary school heads had an average of 3.35 years with a standard deviation of 1.87 years.

8. Relative to the number of personnel supervised, the elementary school heads had an average of 12 teachers with a standard deviation of 9 teachers.

9. The mean number of national trainings attended by the elementary school heads was pegged at 1.8 trainings with a standard deviation of 1.42 trainings; the mean number of regional trainings was 3.27 trainings with a standard deviation of 3.74 trainings; the mean number of division trainings was 9.19 trainings with a standard deviation of 3.61 trainings; and, the mean number of district trainings was 11.97 trainings with a standard deviation of 4.31 trainings.

10. The average monthly income of the elementary school heads was Php26, 973.83.

11. Regarding the personality attributes possessed by the elementary school heads along honesty/integrity, the indicators under this which were arranged from the highest average weighted mean to the lowest average weighted mean are the following: 1) is morally upright (4.50); 2) treats teachers equally (4.39); 3) is credible and has excellent reputation for trustworthiness (4.36); 4) does not violate confidence or does not carelessly divulge harmful information (4.30); and, 5) is consistent in what he/she says and does (4.26).

12. Along the personality attributes in terms of creativity, the indicator under this were the following with their corresponding average weighted means: 1) takes the initiative in devising ways and means of helping teachers and students in achieving high educational performance (4.38); 2) develops creative solutions and new insights into problem (4.29); 3) respond with resourcefulness to new people and situations (4.27); 4) is imaginative, innovative and dynamic (4.22); and, experiments with new approaches to situations/problems (4.20).

13. As regards charisma, the following were the indicators with their corresponding weighted means: 1) serves as a role model (4.40); 2) shows strong confidence in his/her followers (4.38); 3) arouse in his/her subordinates the need for achievement of educational goals (4.34); 4) shows human expressiveness (smiles more, move heads and body more often when speaking and likely to touch others during greetings) (4.33); and, 5) has a developmental attitude towards his/her subordinates (4.21).

14. Under initiative, the following were the indicators with their corresponding weighted means: 1) take the initiative to organize or develop procedures, programs, projects and standards that will benefit the school (4.27; 2) easily adopt to changes and creates/devises and tries new ways and means to deal with school situations effectively (4.21); 3) determines what needs to be done and initiates a course of action on a particular situation (4.19); and, 4) takes risks (4.18).

15. As to self-confidence, the following were the indicators with their corresponding weighted means: 1) is willing to accept the challenges he/she faces (4.38); 2) has assurance of his/her own ideas and abilities (4.29); 3) is assertive for the effective implementation of a decision and is emotionally stable, calm, confident and predictable during crisis (4.25); and, 4) is not defensive about his/her failure and admits his/her mistakes (4.04).

16. Along flexibility/adaptability, the following were the indicators with their corresponding weighted means: 1) adopts new ideas for the school (4.37); 2) recognizes certain concessions or yielding with the decision (4.34); 3) recognizes the need to change his/her way of addressing the obstacles and difficulties in certain situations (4.26); 4) is adaptable to new people, situations, information and development (4.24); and, 5) is able to handle the unexpected and to shift position (4.19).

17. As to the personality attributes of the elementary school heads, they considered "creativity" as most important. This was followed by

“honesty/integrity”, “charisma”, and “flexibility/adaptability”. They regarded “initiative” and “self-confidence” as least important.

18. In comparing the perceptions of the three groups of respondents on the personality attributes of the elementary school heads along honesty/integrity, results showed that the computed F-value 4.387 was greater than the tabular F-value of 3.885 at 0.05 level of significance with 14 degrees of freedom denoting that the perceptions of the three groups of respondents was significant. Therefore the hypothesis which stated that “there is no significant difference in the personality attributes of the elementary school heads along honesty/integrity” was rejected. To find out if which pair of respondents showed difference in their perceptions, the Scheffe’s Test was utilized. It was noted that between the school heads themselves and district supervisors’ groups, the mean difference was 0.11 and the computed F-value was 2.318 which was lesser than the critical F-value of 7.770 at 0.05 level of significance with $df = 2$ and 12 denoting that the opinions of the two groups was not significant, between the school heads themselves and teachers’ groups, the difference was 0.21 and the computed F-value was 8.448 which was higher than the critical F-value of 7.770 at 0.05 level of significance with $df = 2$ and 12 portraying that the opinions of the two groups of respondents was significant; and, between the district supervisors and teachers’ groups the difference was 0.11 and the computed F-value was 2.318 which was lower than the critical F-value of 7.770 at 0.05 level of significance

with $df = 2$ and 12 indicating that the opinions of the two groups of respondents was not significant.

19. Along creativity, the computed F-value of 2.246 was lesser than the tabular F-value of 3.885 at 0.05 level of significance with 14 degrees of freedom which meant that the perceptions of the three groups of respondents were not significant. Hence, the hypothesis which stated that "there is no significant difference in the personality attributes of the elementary school heads along creativity" was accepted.

20. In terms of charisma, the computed F-value of 3.262 was lesser than the tabular form of 3.885 at 0.05 level of significance with 14 degrees of freedom which meant that the perceptions of the three groups of respondents were not significant. Therefore, the hypothesis which stated that "there is no significant difference in the personality attributes of the elementary school heads along charisma" was accepted.

21. Concerning initiative, the computed F-value of 9.612 was higher than the tabular F-value of 3.885 at 0.05 level of significance with 14 degrees of freedom which meant that the opinions of the three groups of respondents were significant. Hence, the hypothesis which stated that "there is no significant difference in the personality attributes along initiative" was rejected. To determine if which pair of respondents had marked differences in their perceptions, the Scheffe's test was used. Between the school heads themselves and district supervisors' groups the difference was 0.14 and the computed F-

value was 19.391 which is higher than the critical t-value of 7.70 and considered significant.; between the school heads themselves and teachers' groups, the difference was 0.05 and the computed t-value was 2.473 which was lower than the critical t-value of 7.70 which was interpreted as not significant; and, between district supervisors and teachers' groups, the mean difference was -0.09 and the computed F-value was 8.013 which was higher than the critical t-value of 7.70 which meant significant.

22. As regards self-confidence, the computed F-value of 2.613 was lesser than the tabular F-value of 3.885 at 0.05 level of significance with 14 degrees of freedom connoting not significant. Therefore, the hypothesis which stated that "there is no significance difference in the personality attributes along self-confidence" was accepted.

23. Along flexibility/adaptability, the computed F-value of 4.103 was higher than the tabular F-value of 3.885 at 0.05 level of significance with 14 degrees of freedom. Hence the hypothesis which stated that "there is no significant difference in the personality attributes of the elementary school heads along flexibility/adaptability" was rejected. To determine the difference of the opinions of the three groups of respondents the Scheffe's Test was utilized. Between the school heads themselves and district supervisors' groups of respondents, the mean difference was 0.17 and the computed F-value was 7.806 which proved to be greater than the critical F-value of 7.770 denoting significant evaluation; between school heads themselves and teachers' groups of

respondents, the mean difference was 0.11 and the computed F-value was 3.185 which was lesser than the critical F-value of 7.770 which meant not significant; and between district supervisors and teachers' groups of respondents, the difference was -0.06 and the computed F-value was 0.948 which was lower than the critical F-value of 7.770 which denoted not significant

24. In correlating the personality attributes of the elementary school heads with their age, the correlation coefficient resulted to a computed r of $-.178$ which presented a negligible correlation. Testing its significance, the computed t -value was 3.261 which was numerically higher than the critical t -value of 1.960 at 0.05 level of significance at 14 degrees of freedom. Therefore, the hypothesis that "there is no significant relationship between the elementary school heads' personality attributes and their related variates along with age" was rejected.

25. The relationship between the school heads' and their sex posted a correlation coefficient of $.102$ which entailed a negligible correlation. The fisher's t -value was 1.868 which was lesser than the critical t -value of 1.960 at 0.05 level of significance with $df = 14$. Thus, the hypothesis that "there is no significant relationship between the school heads personality attributes and their sex" was accepted.

26. Speaking of the relationship between the school heads' personality attributes and their civil status, a correlation coefficient of $-.068$ resulted which entailed a negligible correlation. The Fisher's t -value was 1.229 which was lower than the critical t -value of 1.960 at 0.05 level of significance with 14 degrees of

freedom. This led to the acceptance of the hypothesis that "there is no significant relationship between the head teachers' personality attributes and their civil status".

27. The relationship between the head teachers' personality attributes and their educational qualification posted a correlation coefficient of .163 which denoted a negligible correlation.. The Fisher's t-value was 2.978 which was higher than the critical t-value of 1.960 at 0.05 level of significance with $df = 14$. Thus, the hypothesis that "there is no significant relationship between the school heads' personality attributes and educational qualification" was rejected.

28. Regarding the relationship of the school heads' personality attributes and years in teaching experience, the correlation coefficient was -.043 which indicated a negligible correlation. The computed t-value was posted at 0.776 which was lesser than the critical t-value of 1.960 at 0.05 level of significance with $df = 14$. This meant that the hypothesis which stated that "there is no significant relationship between the school heads' personality attributes and their years in teaching experience" was accepted.

29. For the school heads' personality attributes and their years in administrative experience, the coefficient correlation .091 denoting negligible correlation. The Fisher's t-value of 1.647 was numerically lower than the critical t-value of 1.960 at 0.05 level of significance with $df = 14$. Consequently, the hypothesis that "there is no significant relationship between the school heads'

personality attributes and their years in administrative experience" was accepted.

30. To determine the correlation between the school heads' personality attributes and their years in present position, the coefficient correlation was .028 which showed a negligible correlation. The computed Fisher's t-value was pegged at 0.505 which was lesser than the critical t-value of 1.960 at 0.05 level of significance with $df = 14$. Again, the hypothesis which stated that "there is no significant relationship between the school heads' personality attributes and their years in present position" was accepted.

31. Another pair of variates that was investigated was the school heads' personality attributes and their attendance in in-service trainings. The coefficient correlation was .150 presenting a negligible correlation. The Fisher's t computed value was 2.903 which was higher than the critical t-value of 1.960 at 0.05 level of significance with $df = 14$. Hence, the hypothesis that "there is no significant relationship between the school heads' personality attributes and their attendance in in-service trainings" was rejected.

32. The relationship between the school heads' personality attributes and their average family income per month posted a coefficient correlation of .044 which meant negligible correlation. The Fisher's t-value was 0.794 which was lower than the critical t-value of 1.960 at 0.05 level of significance with $df = 14$. Thus the hypothesis that "there is no significant relationship between the

school heads' personality attributes and their average family income per month" was accepted.

33. In correlation the school heads' personality attributes and their number of personnel supervised, the coefficient correlation was .210 indicated a slight correlation. The Fisher's computed t-value was 3.872 which was higher than the critical t-value of 1.960 at 0.05 level of significance with $df = 14$. Thus, the hypothesis which stated that "there is no significant relationship between the school heads' personality attributes and their number of personnel supervised" was rejected.

34. As regards to the performance ratings of the elementary school teachers for the last three years based on the Revised Performance Appraisal System for Teachers (RPAST), they obtained a performance rating of 8.25 which denoted an adjectival rating of "very satisfactory".

35. As to the performance ratings of the elementary school teachers based on the National Competency-Based Teacher Standards (NCBTS), was posted at 3.76 for "Social regard for learning", 3.71 for "Learning environment", 3.67 for "Diversity of teachers", 3.64 for "Curriculum", 3.72 for "planning, assessing, and reporting", 3.69 for "community linkages", and 3.71 for Personal growth and development". All of the indicators was interpreted as "high". In the over-all, the performance of the teachers was posted at 3.70 which denoted as "high".

36. To determine the relationship between the school heads' personality attributes and the RPAST, the coefficient correlation posted .088 denoting a negligible correlation. The Fisher's t-value was 1.593 which turned lesser than the critical value of 1.960 at 0.05 level of significance with $df = 325$. The hypothesis that "there is no significant relationship between the school heads' personality attributes and their RPAS" was accepted.

37. As regards to the relationship between the school heads' personality attributes and NCBTS, the coefficient correlation was .132 which signified a negligible correlation. The Fisher's computed t-value was posted at 2.401 which turned greater than the critical t-value of 1.960 at 0.05 level of significance at $df = 325$. This led to the rejection of the hypothesis which stated that "there is no significant relationship between the school heads' personality attributes and their performance ratings along NCBTS.

Conclusions

The following conclusions were drawn based on the aforementioned findings:

1. The elementary school heads were on their late forties and probably mature enough in their present position; this group was dominated by female elementary school heads; majority of them were married; educationally qualified; have spent a considerable number of years as a teacher but neophytes in terms of their experience in the administrative and present position; supervise

an ideal number of teachers; had attended in-service trainings in all levels; and, were receiving a sufficient monthly salaries.

2. The elementary school heads considered “creativity” as their highest personality attributes. They are initiated in devising ways and means of helping teachers and students achieved high educational performance; develops creative solutions and new insights into problems; respond with resourcefulness to new people and situations; imaginative, innovative and dynamic; and, experiments with new approaches to situations/problems.

3. The elementary school heads considered “initiative” as their lowest rated personality attributes, thus, they need enhancement on this particular attribute in order they would take the initiative to organize or develop procedures, programs, projects and standards that will benefit the school, easily adopt to changes, create/devise and tries new ways and means to deal with school situations effectively, determine what needs to be done and initiate a course of action on a particular situation, and, take risks.

4. The three groups of respondents differed in their perceptions as to the personality attributes of the elementary school heads along honesty/integrity, initiative, and flexibility/adaptability.

5. The assessment of the three group of respondents were the same in terms of the personality attributes along creativity, charisma, and self-confidence.

6. Sex, civil status, years in teaching experience, years in administrative experience, years in present position and monthly income had

nothing to do with the personality attributes of the elementary school heads along honesty/integrity, creativity, charisma, initiative, self-confidence, and flexibility/adaptability while age, educational qualification, in-service trainings attended, and number of personnel supervised were related to the personality attributes of the elementary school heads.

7. The performance ratings of the elementary school teachers were “very satisfactory” in the RPAST and “high” in the NCBTS.

8. The performance of the elementary school teachers based on the RPAST had nothing to do with the personality attributes of the elementary school heads.

9. The performance of the elementary school teachers based on the NCBTS showed a direct proportional relationship. This meant that the higher the NCBTS performance of the elementary school teachers, the more favorable the personality attributes of the school heads.

10. School heads need to undergo a training on personality enhancement to improve school performance and provide appropriate technical assistance to teachers.

Recommendations

Based on the findings and conclusions of this study, the following were the recommendations:

1. For those elementary school heads who were not able to meet the basic requirements, it is recommended that they pursue a masteral degree for their professional and career advancement.

2. The proposed training design be conducted in the division level in order to develop the identified weak personality attributes of elementary school heads along initiative, self-confidence, and flexibility/adaptability.

3. Although the elementary school heads manifest highly personality attributes which are necessary in dealing with their teachers, supervisors and pupils, these should be enhanced through a training program designed to the purpose.

4. Inasmuch as age, educational qualification, in-service training and personnel supervised served as significant influence to the personality attributes they manifest in school, the personality training program should considered these variates. Therefore, variations of activities in the program should be considered so that the disparity in the variates mentioned could be equally tackled and thereby enhanced the personality attributes embraced by the teachers as being manifested in school.

5. Performance rating system of elementary school teachers serves as a tool to measure their performance for a certain period. This should be used judiciously and rating should be done objectively so that the real performance of the teachers will be revealed, not just for the sake of the incentive but to gauge the performance of the teachers. In such doing, the correlation between the

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

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

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

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

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

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

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

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

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

Chapter 6

PERSONALITY DEVELOPMENT TRAINING DESIGN

Rationale and Background

Personality development means enhancing and grooming one's outer and inner self to bring about a positive change to one's life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking activities, widening one's scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

Personality development is gaining more and more importance because it enables people to create a good impression about themselves on others, it helps them to build and develop relationships, helps in one's growth and also helps to improve one's financial needs.

After all, personality development is nothing but as a tool that helps an individual realize one's capabilities and strengths which makes a person stronger, happier and cheerful.

One of the ways by which an organization renews itself to enable it to respond to emerging needs and demands is through training. Training is, thus, an intervention scheme that is intended to change people's ways of doing things.

In the nature of introducing new technology or an innovation, training can be viewed as a person of social change. It entails discarding outdated facts and information, outmoded ways of doing things, and incongruent values and old norms. This is done in order to meet emerging needs and requirements and new goals and objectives of the organization.

This training design was the result of the study conducted by the researcher in terms of the relationships of the personality attributes of the elementary school heads and teachers' performance in the Division of Samar. It is hoped that this training design will be of great help to the elementary school heads in enhancing their teachers' performance. There will be an increased of the academic achievement of the pupils if the elementary school heads are encouraging, enthusiastic, and provide concrete assistance for teachers and where decisions are made in a democratic and participatory scheme.

Organizing a Training Program

The Preparatory phase. As soon as the training concept, design, and budget have been approved by management, the following steps are to be undertaken:

1. Organize a Project Team to implement the training activity.
 - a. Staffing delineation – setting up of the training staff needed to implement the training activity. The task of estimating

the training personnel requirements is influenced by the following factors:

(1) Objectives of the Training Activity – more staff members are needed by a training project which has many objectives than one with limited objectives. In the proposed training program, only few staff members are needed and these are the following:

- a) overall coordinator who will provide overall supervision on the activity;
- b) one trainer who will act as facilitator and will be responsible for the aspect of the training; and,
- c) Two (2) administrative staff – one (1) will ensure that all administrative/logistic supplies will be provided for the training activity and one (1) will be in-charge for the registration, issuance of the training kits, materials, communications and evaluation

b. Number of trainees/participants – the actual and type of trainers required depends on the number of trainees. In this

training program, all the elementary school heads in the Division of Samar will be considered the trainees/participants.

c. Time allocated for training – generally speaking, the length of the training period affects the size of the training staff. In this training program, the allotted number of days will be five (5). .

d. Conduct a briefing/orientation meeting with Project Team.

2. Resource Persons

a. Setting Criteria for Resource Persons

- a) Expertise – resource person's mastery of the subject matter;
- b) Competence/Skill – in delivering/imparting or transferring knowledge/ skills;
- c) Availability – at the time/day/date designated for the topic.
- d) Proper attitude – towards training program objectives.

Dry-Run of Training Activity

A dry-run is usually conducted before the actual running of the activity to approximate actual training situations. Thus, critical areas are anticipated and appropriate measures are instituted.

Running the Training Activity

Setting up of the Secretariat. Basically, a support structure of a training activity, the secretariat:

- Coordinates all administrative requirements of the training activity;
and
- Serves as information center on matters concerning the training.
- Registration of the participants.
- Administration and pre-training evaluation – to determine the knowledge level of the participants before the start of a training activity. This shall provide the “bench mark” on which increase of knowledge will be based after the training.

Opening activities. To formally usher in the training activity, an opening ceremony is usually held. At this stage, the expected participants are supposed to have already arrived and properly registered. The trainer must keep the following in mind:

- Someone representing the agency preferably shall welcome the participants;
- The place of the opening program may be the same place for the training classes;
- The opening program must be kept simple, brief and on time; and,
- Participants, guests and training staff are introduced to one another.

The Training Program

(1) Objectives of the Training

General Objective:

To enhance the specific personality attributes and skills of elementary school heads necessary in effectively dealing with teacher-subordinates relationship for the improvement of teachers' performance.

Specific Objectives:

At the end of the training, the participants must be able to:

1. Demonstrate understanding of:
 - a. The nature and importance of personality development
 - b. The relationship of the personality attributes and its effects to teachers.
 - c. The initiative attributes.
 - d. The self-confidence attributes.
 - e. The flexibility attributes.
 - f. The charisma attributes.
 - g. The honesty/integrity attributes
 - h. The creativity attributes.

The Training Schedule

Time Frame	Behavioral Activities	Content Area	Methodologies/ Activities	Persons Involved	Result of trainees participation	Budget Requirements/ Material needed
Day 1 8:00-9:30	Registration & Opening Program					
9:30-10:00	BREAK					
10:00-12:00	1. Clarify individual expectations regarding seminar. the	1. Expectations of the trainees and importance of the seminar.	1. Brainstorming The trainer will guide the trainees in expressing their expectations and ideas.	1. Trainors 2. School Administrators	1. The trainees are able to clarify the objectives and methodologies of the seminar.	1. Hand-outs on the content, mechanics and schedule of the seminar. Total Cost: 4 Pages - 6.00 No. of Participants x 207 ----- P1,242.00
12:00-1:00	Lunch Break					
1:00-3:00	1. Define Initiative. 2 2. State the negative and positive relationship of this personality attribute to teachers' performance. 3. Relate this	1. Definition of initiative. 2. Relevance Of these personality attributes to teachers' performance. 3. The	1. Lecture-Discussion on Initiative: a. Risk Taking b. Initiate an action on a situation c. Adapt to change d. Creates ways & means to deal with a situation e. Organization of Programs/Projects 2. Group work: Sharing ideas regarding this personality attribute. The leader will give the report. 3. Synthesis	1. Trainors 2. School Administrators	1. The trainees are able to internalize the importance and significant relationship of this personality attributes to teachers' performance.	1. Power Point 2. Handouts in initiative 6 Pages x 9.00 x 207 = P1,863.00 3. Manila Paper 8.00 x 4 groups = P32.00 4. Pentel Pen 20.00 x 4 groups = P80.00

3:00 – 5:00	<p>personality attribute in the assessment of their management styles.</p> <p>1. Define self-confidence.</p> <p>2. State and explain the negative and positive relationships to teachers' performance.</p> <p>3. Relate this personality attribute to their management styles.</p>	<p>management styles of the school head in relation to this personality attribute.</p> <p>1. Definition of self-confidence.</p> <p>2. Relevance of this personality attribute to teachers' performance.</p> <p>3. The management styles of the school head in relation to this personality attributes.</p>	<p>The participants will ask questions regarding to this personality attribute.</p> <p>1. Lecture/Discussion on this personality attributes: a. Admits mistakes b. Be Assertive c. Emotionally stable d. Assurance of one's ideas e. Accept challenges</p> <p>2. Sharing of ideas regarding this personality attributes.</p>	<p>1. Trainors 2. School Administrators</p>	<p>1. The trainees are able to internalize the importance and significant relationship of this personality attribute to teachers' performance.</p>	<p>1. Handouts in self-confidence 4 pages = 6.00 x 207 = P1,242.00</p> <p>2. Manila Paper 5.00 x 4 groups = P20.00</p> <p>3. Pentel Pen P20.00 x 4 groups = P80</p>
<p><u>Day2</u> 7:30-8:00</p> <p>8:00-10:00</p>	<p>Opening Program Recap-1st day activities</p> <p>1. Define Flexibility/Adaptability.</p> <p>2. Explain the</p>	<p>1. Definition of flexibility/adaptability.</p> <p>2. Importance</p>	<p>1. Lecture/Discussion on this personality Attributes: a. Ability to Handle the Unexpected b. Adaptability to new situations c. The need to change d. Concessions with the decision of the majority e. Adopts new ideas</p> <p>2. Sharing of ideas</p>	<p>1. Trainors 2. School Administrators</p>	<p>1. The trainees are able to internalize the importance and significant relationship of this personality attribute to teachers' performance.</p>	<p>1. Handouts in Flexibility/adaptability. 4 pages = 6.00 x 207 = P1,242.00</p> <p>2. Power Point</p> <p>3. Manila Paper</p>

10:00-12:00	<p>negative and positive relationships to teachers' performance.</p> <p>3.Relate this Personality Attributes in the self-analysis and assessment of their management styles.</p> <p>1.Define charisma.</p> <p>2.Explain the negative and positive relationship of this personality attribute to teachers' performance.</p> <p>3.Relate this personality attribute in the self-analysis and assessment of their management styles.</p>	<p>and relevance of this personality attributes to teachers' performance.</p> <p>3.The management style of the school heads in relation to this personality attributes.</p> <p>1.Definition of charisma.</p> <p>2. Importance and relevance of this personality attribute to teachers' performance.</p> <p>3.The management styles of the school heads in relation to selconfidence.</p>	<p>regarding this personality attributes.</p> <p>1.Lecture/Discussion on charisma: a.Developmental attitude towards his subordinates b.Human Expressiveness c.The need for achieving educational goals d.Shows confidence to subordinates e.As role model</p> <p>2.Sharing of ideas regarding this personality attribute.</p>	<p>1.Trainors 2. School Administrators</p>	<p>1.The trainees are able to Internalize the Importance and significant relationship of this personality attribute to teachers' performance.</p>	<p>4 groups x 5.00 = P20.00</p> <p>1.Power Point</p> <p>2.Lecture 4 pages = 6.00 x 207 = P1,242.00</p> <p>3.Manila Paper 4 groups x 5.00 = P20.00.</p>
1:00-3:00	<p>1.Define creativity and honesty.</p> <p>2.Explain the negative and positive relationship of</p>	<p>1.Definition of creativity and honesty.</p> <p>2.Importance and relevance of this personality</p>	<p>1.Lecture/Discussion on creativity and honesty.</p> <p>2.Sharing of ideas regarding this personality attribute.</p>	<p>1.Trainors 2.School Administrators</p>	<p>1.The trainees are able to internalize the importance and significant relationship of this</p>	<p>1.Power Point</p>

	this personality attribute to teachers' performance.	attribute to teachers' performance.			personality attribute to teachers' performance.	2.6 pages brochure = 9.00 x 207 = P1,863
	3.Relate the personality attribute in the self-analysis and assessment of their management styles.	3.The management style of the school heads in relation to initiative.				3.Manila Paper 4 groups = P20.00
3:00-5:00	1.Define: National Competency Based Teacher Standard (NCBTS)	.1.Definition of NCBTS. 2.The importance of NCBTS. 3.The relevance of NCBTS Framework and Structure	1.Lecture/discussion on NCBTS. 2.Sharing of ideas Regarding NCBTS.	1.Trainers 2.School Administrators	1.The trainees are able to internalize the importance and significant relationship of NCBTS to the personality attributes of school heads.	1.Power Point 2.6 pages brochure = 9.00 x 207 = P1,863
5:00-5:30	1.Present the TSNA (Teacher Strength and Needs Assessment) Closing Program	1.Presentation of the TSNA and the attached forms.	1.Group Work: Filling up the TSNA forms.			3.Manila Paper 4 groups = P20.00

Closing Activities

Recapitulation of the Course. At the end of the training activity, the highlights of the course are reviewed to provide the participants a total perspective of the whole activity. The recapitulation may be conducted in the following manner:

1.) Usually the overall coordinator provides the integrating factor of the activity through the recap.

2.) Important aspects of the training activity are reviewed, namely:

- a. Content highlights;
- b. Relationships and interrelation of topics;
- c. Significance of output; and,
- d. Other training highlights.

1. Post Training Evaluation

Post training evaluation is conducted only after recapitulation of the training activity. This is so since it is important that the participants must first have at this stage an integrated view or perspective of the course.

Post training evaluation enables the trainer to determine the:

- Level of knowledge improvement in the participants as compared with the results of the pre-evaluation questionnaire;
- Extent to which training objectives have been attained;
- Extent and weakness of the training management aspect, and
- Recommendation of the participants regarding the training activity.

Closing Ceremony

The training activity culminates with the closing program. For the participants this usually is the high point of training. The training staff should design such activity to make it more significant and meaningful to all concerned.

Points to be considered:

1. Plan with the participants the closing activities. A major point of the planning should be done by the participants.
2. The training staff should allot time for the participants to prepare for the closing activity.
3. The trainer coordinates the activity but major assignments should be given and handled by the participants.

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A P P E N D I C E S

APPENDIX A

November 24, 2010

The Dean of Graduate Studies
Samar State University
Catbalogan City

Madam:

In my fervent desire to begin writing my thesis, I have the honor to submit for approval, one of the following research problems, particularly number one:

1. **Personality Profile of Public Elementary School Heads in relation to Teachers' Performance in Division of Samar: A Proposed Training Design on Personality Development."**

2.

3.

I hope for your favorable action on this request.

Very truly yours,

(SGD.) MICHELLE L. MUSTACISA
Researcher

APPROVED:

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

APPENDIX B

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar

December 1, 2010

DR. MANUEL Z. ISANAN
Dean, Graduate Studies
Samar College
Catbalogan, Samar

Sir:

Please be informed that you have been designated as adviser of Ms. Micelle L. Mustacisa candidate for the degree Doctor of Philosophy Major in Educational Management who proposes to write a dissertation entitled "PERSONALITY PROFILE OF PUBLIC ELEMENTARY SCHOOL HEADS IN RELATION TO TEACHERS PERFORMANCE IN DIVISION OF SAMAR: A PROPOSED TRAINING DESIGN ON PERSONALITY DEVELOPMENT."

Thank you for your cooperation.

Very truly yours,

MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

MANUEL Z. ISANAN, Ph. D.
Adviser

APPENDIX C

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar

December 28, 2010

MR. MIGUEL P. DABUET
Principal
Sta. Rita National High School
Sta. Rita, Samar

Sir:

In connection with my approved research proposal entitled "Personality Profile of Public Elementary School Heads in Relation to Teachers Performance in Division of Samar: A Proposed Training Design on Personality Development", as a doctoral dissertation for the degree of Doctor of Philosophy (Ph. D.), I have the honor to request permission to utilize your survey questionnaire on personality traits that will be used in my research study.

Anticipating for a favorable approval on this request and assuring you of my unending gratitude.

Very truly yours,

(SGD.) MICHELLE L. MUSTACISA
Graduate Student

APPROVED:

(SGD.) MIGUEL P. DABUET
Principal

APPENDIX D

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City

December 30, 2010

DR. SARAH T. APURILLO, CEO VI
Schools Division Superintendent
Leyte Division
Government Center, Palo, Leyte

Madam:

In connection with my approved research proposal entitled "Personality Profile of Public Elementary School Heads in Relation to Teachers Performance in Division of Samar: A Proposed Training Design on Personality Development", as a doctoral dissertation for the degree Doctor of Philosophy (Ph. D.) at the Samar State University, Catbalogan City, I have the honor to request permission to make a dry run of my questionnaire on personality profile in Capoocan II District, Leyte Division on January 3, 2011. This dry run is intended to secure the comments and suggestions of the district supervisor, principals and teachers to improve said instrument.

Anticipating for your favorable approval on this request and assuring you of my unending gratitude.

Very truly yours,

(SGD.) MICHELLE L. MUSTACISA
Graduate Student

APPROVED:

(SGD.) DR. SARAH T. APURILLO, CEO VI
Schools Division Superintendent

APPENDIX E

Republic of the Philippines
Region VIII
SAMAR STATE UNIVERSITY
Catbalogan, Samar

QUESTIONNAIRE FOR DISTRICT SUPERVISOR

January 7, 2011

Dear Respondent:

Greetings!

The undersigned requests your wholehearted cooperation by answering the attached questionnaire in connection with her study entitled "Personality Profile of the Elementary School Heads and Teachers' Performance In The Division Of Samar: Bases For A Proposed Training Design On Personality Development" as one of the requirements for the degree, Doctor of Philosophy (Ph. D.) at the Samar State University, Catbalogan, Samar.

In this regard, I would like to seek your assistance through your objective evaluation concerning the Personality Profile of your Principals/Head Teachers in the district. Please don't leave any question unanswered. Rest assured that all information given in this study will be treated with strict confidentiality and shall be presented in tabular/statistical form only with reference to a particular person.

Thank you for your support and cooperation.

Very truly yours,

MICHELE L. MUSTACISA
Researcher

QUESTIONNAIRE FOR DISTRICT SUPERVISOR

Part I – Personal Profile of the District Supervisor

1. Name (Optional) _____
2. District _____
3. Number of School Heads Supervised _____
4. Name of Principal/ Head Teacher Rated _____

PART II – PERSONALITY ATTRIBUTES OF ELEMENTARY SCHOOL HEADS

Directions:

Please rate objectively regarding the personality attributes of your school heads of your district by checking the appropriate column, which corresponds to your answer along Honesty/Integrity, Creativity, Charisma, Initiative, Self-Confidence and Flexibility/ Adaptability using the five-point scale:

- 5 – Extremely Manifested (EM)
- 4 – Highly Manifested (HM)
- 3 – Moderately Manifested (MM)
- 2 – Slightly Manifested (SM)
- 1 – Not Manifested (NM)

Statements	EM 5	HM 4	MM 3	SM 2	NM 1
A. Honesty/Integrity					
1. The school head treats teachers equally and fairly.					
2. The school head is morally upright.					
3. The school head is consistent in what I say and do.					
4. The school head is credible and has an excellent reputation for trustworthiness.					
5. The school head does not violate confidences or does not carelessly divulge potentially harmful information.					
B. Creativity					
1. The school head develops creative solutions and new insights into problems.					
2. The school head is imaginative, innovative and dynamic					
3. The school head takes the initiative in devising ways and means of helping teachers and students in achieving high educational performance.					
4. The school head responds with resourcefulness to new people and situations.					
5. The school head experiments with new approaches to situations/problems.					
Statements					
C. Charisma					
1. The school head serves as a role model.					

2. The school head arouse in his/her subordinates the need for achievement of educational goals.					
3. The school head shows expressiveness (smiles more, move hands and body more often when speaking and likely to touch others during greetings).					
4. The school head shows strong confidence in his/her followers.					
5. The school head has a developmental attitude towards his/her subordinates .					
D. Initiative					
1. The school head take risks.					
2. The school head easily adapts to changes.					
3. The school head determines what needs to be done and initiates a course of action on a particular situation.					
4. The school head creates/devises and try new ways and means to deal with school situations effectively.					
5. The school head takes the initiative to organize or develop procedures, programs, projects and standards that will benefit the school.					
E. Self-Confidence					
1. The school head has assurance of his/her ideas and abilities of my subordinates.					
2. The school head is willing to accept the challenges he/she faces.					
3. The school head is assertive for the effective implementation of a decision.					
4. The school head is not defensive					

about his/her failure and admits his/her mistakes.					
5. The school head is emotionally stable, calm, confident and predictable during crisis.					
F. Flexibility/Adaptability					
1. The school head recognizes the need to change his/her way of addressing the obstacles and difficulties in certain situations.					
2. The school head is adaptable to new people, situations information and development.					
3. The school head is able to handle the unexpected and to shift position.					
4. The school head adopts new ideas for the school.					
5. The school head recognizes certain concessions or yielding with the decision of the majority for the benefit of the school.					

APPENDIX F

Republic of the Philippines
Region VIII
SAMAR STATE UNIVERSITY
Catbalogan, Samar

QUESTIONNAIRE FOR ELEMENTARY SCHOOL HEADS

January 7, 2011

Dear Respondent:

Greetings!

The undersigned requests your wholehearted cooperation by answering the attached questionnaire in connection with her study entitled "Personality Profile of the Elementary School Heads and Teachers' Performance In The Division Of Samar: Bases For A Proposed Training Design On Personality Development" as one of the requirements for the degree, Doctor of Philosophy Ph. D.) at the Samar State University, Catbalogan, Samar.

In this regard, I would like to seek your assistance through your objective evaluation concerning your own personality attributes. Please don't leave any question unanswered. Rest assured that all information given in this study will be treated with strict confidentiality and shall be presented in tabular/statistical form only with reference to a particular person.

Thank you for your support and cooperation.

Very truly yours,

MICHELE L. MUSTACISA
Researcher

QUESTIONNAIRE FOR ELEMENTARY SCHOOL HEADS

Part I – Persona Profile of the Elementary School Heads

1. Name (Optional) _____

2. School _____

3. Age _____ Sex _____

5. Civil Status _____

6. Educational Qualification (Highest degree/Units earned)

7. Number of years in teaching experience _____

8. Number of years in administrative experience _____

9. Number of years in present position _____

10. Number of personnel supervised _____

11. Number of In-service/ trainings attended:

11.1 National Level _____

11.2 Regional Level _____

11.3 Division Level _____

11.4 District Level _____

12. Average family income per month _____

PART II – PERSONALITY ATTRIBUTES OF ELEMENATRY SCHOOL HEADS

Directions:

Please rate yourself objectively regarding your own personality attributes by checking the appropriate column, which corresponds to your answer along Honesty/Integrity, Creativity, Charisma, Initiative, Self-Confidence and Flexibility/Adaptability using the five-point scale:

5 – Extremely Manifested (EM)

4 – Highly Manifested (HM)

3 – Moderately Manifested (MM)

2 – Slightly Manifested (SM)

1 – Not Manifested (NM)

Statements	EM 5	HM 4	MM 3	SM 2	NM 1
A. Honesty/Integrity					
1. I treat my teachers equally and fairly.					
2. I am morally upright.					
3. I am consistent in what I say and do.					
4. I am credible and has an excellent reputation for trustworthiness.					

5. I do not violate confidence or does not carelessly divulge potentially harmful information.					
B. Creativity					
1. I develop creative solutions and new insights into problems.					
2. I am imaginative, innovative and dynamic					
3. I take the initiative in devising ways and means of helping teachers and students in achieving high educational performance.					
4. I respond with resourcefulness to new people and situations.					
5. I experiment with new approaches to situations/problems.					
Statements	EM 5	HM 4	MM 3	SM 2	NM 1
C. Charisma					
1. I serve as a role model.					
2. I arouse the needs of my subordinates for achievement of educational goals.					
3. I show human expressiveness (smiles more, move hands and body more often when speaking and likely to touch others during greetings).					
4. I show strong confidence with my followers.					
5. I have a developmental attitude towards my subordinates .					
D. Initiative					
1. I take risks.					
2. I easily adapt to changes.					
3. I determine what needs to be done and initiates a course of action					

on a particular situation.					
4. I create/devise and try new ways and means to deal with school situations effectively.					
5. I take the initiative to organize or develop procedures, programs, projects and standards that will benefit the school.					
E. Self-Confidence					
1. I have an assurance of ideas and abilities of my subordinates.					
2. I am willing to accept the challenges that confronts me.					
3. I am assertive for the effective implementation of a decision.					
4. I am not defensive about the failure of my subordinates and admit their mistakes.					
5. Is emotionally stable, calm, confident and predictable during crisis.					
F. Flexibility/Adaptability					
1. I recognize the need to change their way of addressing the obstacles and difficulties in certain situations.					
2. I am adaptable to new people, situations information and development.					
3. I am able to handle the unexpected and to shift position.					
4. I adopt new ideas for the school.					
5. I recognize certain concessions or yielding with the decision of the majority for the benefit of the school.					

APPENDIX G

QUESTIONNAIRE FOR ELEMENTARY SCHOOL TEACHERS

January 7, 2011

Dear Respondent:

Greetings!

The undersigned requests your wholehearted cooperation by answering the attached questionnaire in connection with her study entitled "Personality Profile of the Elementary School Heads and Teachers' Performance In The Division Of Samar: Bases For A Proposed Training Design On Personality Development" as one of the requirements for the degree, Doctor of Philosophy (Ph. D.) at the Samar State University, Catbalogan, Samar.

In this connection, I would like to seek your assistance through your objective evaluation concerning the personality attributes of your Principal/Head Teacher. Please don't leave any question unanswered. Rest assured that all information given in this study will be treated with strict confidentiality and shall be presented in tabular/statistical form only with reference to a particular person.

Thank you for your support and cooperation.

Very truly yours,

MICHELE L. MUSTACISA
Researcher

PART II - QUESTIONNAIRE FOR ELEMENTARY SCHOOL TEACHERS

Part I – Personal Profile of the Elementary School Teachers

1. Name (Optional) _____
2. School: _____
3. District: _____
4. Name of School Head: _____
5. Performance Ratings for the last three years:

	<u>Numerical</u>	<u>Adjectival</u>
SY 2007-2008	_____	_____
SY 2008-2009	_____	_____
SY 2009-2010	_____	_____
Average Performance Rating	_____	_____

6. Performance Ratings in the National Competence-Based Teacher Standards (NCBTS) for School Year 2009-2010 along the following domains:

- 6.1 Social Regard for Learning _____
- 6.2 Learning Environment _____
- 6.3 Diversity of Teachers _____
- 6.4 Curriculum _____

6.5 Planning, Assessing, and Reporting _____

6.6 Community Linkages _____

6.7 Personal Growth and Professional Development _____

GRAND TOTAL _____

Part II – Questionnaire for Personality Attributes of Elementary School Heads

Directions:

Please rate objectively regarding the following personality attributes of your Principal/Head Teacher by checking the appropriate column, which corresponds to your answer along Honesty/Integrity, Creativity, Charisma, Initiative, Self-Confidence and Flexibility/Adaptability using the five-point scale:

5 – Extremely Manifested (EM)

4 – Highly Manifested (HM)

3 – Moderately Manifested (MM)

2 – Slightly Manifested (SM)

1 – Not Manifested (NM)

Statements	EM 5	HM 4	MM 3	SM 2	NM 1
A. Honesty/Integrity					
1. The school head treats teachers equally and fairly.					
2. The school head is morally upright.					
3. The school head is consistent in what he/she says and does.					
4. The school head is credible and has excellent reputation for trustworthiness.					
5. The school head does not violate					

confidence or does not carelessly divulge potentially harmful information.					
B. Creativity					
1. The school head develops creative solutions and new insights into problems.					
2. The school head is imaginative, innovative and dynamic					
3. The school head takes the initiative in devising ways and means of helping teachers and students in achieving high educational performance.					
4. The school head responds with resourcefulness to new people and situations.					
5. The school head experiments with new approaches to situations/problems.					

C. Charisma					
1. The school head serves as a role model.					
2. The school head arouse in his/her subordinates the need for achievement of educational goals.					
3. The school head shows human expressiveness (smiles more, move hands and body more often when speaking and likely to touch others during greetings).					
4. The school head shows strong confidence in his/her followers.					
5. The school head has a developmental attitude towards his/her subordinates .					

D. Initiative					
1. The school head take risks.					
2. The school head easily adapt to changes.					
3. The school head determines what needs to be done and initiates a course of action on a particular situation.					
4. The school head creates/devises and tries new ways and means to deal with school situations effectively.					
5. The school head takes the initiative to organize or develop procedures, programs, projects and standards that will benefit the school.					
E. Self-Confidence					
1. The school head has assurance of his/her own ideas and abilities					
2. The school head is willing to accept the challenges he/she faces.					
3. The school head is assertive for the effective implementation of a decision.					
4. The school head is not defensive about his/her failure and admits his/her mistakes.					
5. The school head is emotionally stable, calm, confident and predictable during crisis.					
F. Flexibility/Adaptability					
1. The school head recognizes the need to change his/her way of addressing the obstacles and difficulties in certain situations.					
2. The school head is adaptable to new people, situations information and development.					

3. The school head is able to handle the unexpected and to shift position.					
4. The school head adopts new ideas for the school.					
5. The school head recognizes certain concessions or yielding with the decision of the majority for the benefit of the school.					

CURRICULUM VITAE

CURRICULUM VITAE

Name : MICHELLE LOCHING MUSTACISA
 Home Address : Brgy. Socorro, Catabalogan City
 Present Position : Head Teacher II
 Station : Socorro Elementary School
 Catbalogan City
 Civil Status : Married
 Spouse : Gerardo J. Mustacisa
 Children : Gerchelle
 Miardo
 Eyla

EDUCATIONAL BACKGROUND

Elementary : Catbalogan I Elementary school
 Catbalogan City
 1985 – 1991
 Secondary : Samar National School
 Catbalogan City
 1991 – 1995
 College : Samar College
 Catbalogan City
 1995 – 1998
 Course : Bachelor of Elementary Education
 Graduate : Samar College
 1998 – 2004
 Course : Master of Arts in Education

Post-Graduate : Samar State University
Catbalogan City
2007 – 2011
Course : Doctor of Philosophy (Ph. D.)

[ELIGIBILITIES

Licensure Examination for Teachers LET) – August 1998

Principal Management Aptitude Test (PMAT) - 2006

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