

# Administrative Behavior and Personal Traits of the School Heads of Bulan Districts

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**Abstract:** This study determined the administrative behavior and personal traits of the School Heads of Bulan Districts. The respondents in this study were the forty (40) elementary school heads. A simple random sampling was used in this study. The survey questionnaire and documentary analysis were the main instrument in gathering the necessary data supplemented with an observation and an unstructured interview. To determine the relationship between the administrative behaviors of the school heads to their personal traits, chi-square test of homogeneity was applied in this study. Appropriate statistical tools such as frequency count, percentage, weighted mean and ranking were employed for the analysis and interpretation of the gathered data. The study established that; there is no significant relationship between the administrative behavior of the school heads and their personal traits. The study recommends that; school heads should be given ample opportunities to assess their personal traits and administrative behavior so that they may align the said aspects to effective leadership.

**Keywords:** School heads, Administrative Behavior, Personal Traits, effective leadership, Bulan Districts.

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## 1. INTRODUCTION

School principals are leaders and that means responsibility and accountability. There are many questions surrounding leadership as to whether or not people are born leaders, and leadership is innate or learned skill. Greer, 2011 stated that leaders attract followers, they influence. They possess a vision and purpose and are able to get people to commit to that same vision. People expect a leader to be ethical and stand for something with conviction and challenging opportunities for people to change and grow are sought by leaders.

The role of leader is essential in all fields. The behavior of the leader is associated with the education of the students and also the relationship with the employees. It is the teacher one who comes under this employee category in case of school scenario. A leader should behave in such a way that it should motivate and all the actions should be for the welfare of the institution and as well as the teacher and students. However, some studies negate this idea proving that there is a non-significant correlation of leader's consideration behaviors and teacher retention and a significant negative correlation of a leader's initiating structure behaviors and teacher retention (Jones and Watson, 2013).

In the Philippines, there are provisions that direct the appointment of a school principal, to wit: For the purpose, the schools' division superintendent shall appoint a school principal for every complete public elementary and public high school or a cluster thereof, in accordance with existing Civil Service rules and regulations. The school principal shall function both as an instructional leader and administrative manager to ensure that goals for quality education are met and shall be assisted by an office staff for administrative and fiscal services (Republic Act 9155).

Arising from the above salient points, it is indeed truthful that instructional and administrative responsibilities of school principals specifically in the elementary level, cannot be under-estimated. Principals are responsible avenue of the smooth

management of schools. Besides, an effective and efficient principal is regarded as a standard-setter and a crucial component of the social system.

School heads' effectiveness is usually measured by the school's achievements, teachers' satisfaction and stakeholders' involvement in the various activities initiated by the school. Although the functions of school heads are already mandated, leadership styles vary and so diversity of outcomes arise. How school heads respond to crises impacts greatly. That's why, they too are cautious in dealing with the different circumstances specially on issues that challenge their personal and administrative behavior.

**1.1 Statement of the Problem**

This study determined the administrative behavior and personal traits of the School Heads of Bulan Districts. Specifically, it answered the following questions;

1. What are the administrative behaviors of the school heads?
2. What are the personal traits of the school heads in terms of: integrity, dynamism, and persistence when grouped according to their administrative behavior?
3. Is there a significant relationship between the administrative behavior of the school heads and their personal traits?
4. What could be proposed based on the results of the study?

**1.2 Purpose of the study**

The purpose of this to determine the personal traits and administrative behavior of school heads in elementary schools in Bulan districts and assess the relationship of these variables. The researcher strongly believes that this study would be of great help for school heads who lead for the attainment of quality education. Recommendations for current and future school leaders, as well as suggestions for further research, shall be provided by this research project.

**1.3 Research Hypothesis**

The hypothesis of this study was tested at 0.05 level of significance and is stated in null form. It states that:

There is no significant relationship between the administrative behavior of the school heads and their personal traits along integrity, dynamism, and persistence.

**2. RESEARCH METHODOLOGY**

The descriptive and developmental research design is used in this study. It is descriptive since it identifies the administrative behavior and personal traits along integrity, dynamism and persistence of elementary school heads in Bulan districts. A simple random sampling was used in this study to identify the 40 school heads who serve as respondents. Data was collected using questionnaires and document review. In determining the relationship between the administrative behaviors of the school heads to their personal traits, chi-square test of homogeneity was applied in this study.

**3. RESEARCH FINDINGS AND DISCUSSIONS**

The survey questionnaire has been analyzed by the researcher in order to understand fully the traits and behaviors of the 40 school heads in relation to their personal and administrative traits. Their responses on the Part II items paved the way for better understanding of how they act and respond to particular situations they encounter in managing the school.

**Table 1: Administrative Behavior of School Heads**

| Behavior         | F         | %          |
|------------------|-----------|------------|
| 1. Consultative  | 7         | 17.5       |
| 2. Conciliatory  | 9         | 22.5       |
| 3. Inspirational | 24        | 60         |
| <b>Total</b>     | <b>40</b> | <b>100</b> |

Out of 40 school heads, 7 of them are considered consultative school heads while 9 are conciliatory school heads. A big number of their population fall under inspirational school heads with a frequency of 24 or 60 weighted mean. This data implies that most of the school heads in Bulan district are inspirational school heads.

**Table 3A: Integrity of the School Heads in Bulan District**

| Indicators  | Consultative |           | Conciliatory |          | Inspirational |          |
|---|--------------|-----------|--------------|----------|---------------|----------|
|   | WM           | Desc      | WM           | Desc     | WM            | Desc     |
| 1. Sets personal goals, direction, needs and development.   | 4.64         | O         | 4.78         | O        | 4.78          | O        |
| 2. Undertakes personal actions and behaviors that are clear and purposive.  | 4.63         | O         | 4.67         | O        | 4.67          | O        |
| 3. Makes personal sacrifices to meet the organization's needs.  | 4.27         | VS        | 4.44         | VS       | 4.44          | VS       |
| 4. Maintains a professional image: such as being trustworthy, regularity of attendance, punctuality, good grooming and communication.         | 4.27         | VS        | 4.44         | VS       | 4.44          | VS       |
| 5. Acts with a sense of urgency and responsibility to meet the organization's needs.  | 4.27         | VS        | 4.44         | VS       | 4.44          | VS       |
| 6. Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees. (RA 6713) | 4.52         | O         | 4.67         | O        | 4.67          | O        |
| 7. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.                   | 4.28         | VS        | 4.56         | O        | 4.78          | O        |
| <b>Overall Weighted Mean</b>  | <b>4.41</b>  | <b>VS</b> | <b>4.57</b>  | <b>O</b> | <b>4.60</b>   | <b>O</b> |

This result indicates a positive feedback on the integrity of elementary school heads in Bulan district. When grouped according to their administrative behavior, high integrity is possessed by the respondents as manifested in the weighted mean and description.

**Table 3B: Dynamism of the School Heads in Bulan District**

| Indicators  | Consultative |    | Conciliatory |      | Inspirational |      |
|---|--------------|----|--------------|------|---------------|------|
|   | WM           | WM | WM           | Desc | WM            | Desc |
| 1. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization. | 4.65         | O  | 4.89         | O    | 4.78          | O    |
| 2. Demonstrates resourcefulness and the ability to succeed with minimal resources.                          | 4.40         | VS | 4.56         | O    | 4.67          | O    |
| 3. Demonstrates an ability to think-beyond the box.   | 4.42         | VS | 4.78         | O    | 4.78          | O    |
| 4. Continuously focuses on improving personal productivity to create higher value and results.              | 4.52         | O  | 4.67         | O    | 4.44          | VS   |
| 5. Support equal and fair treatment and opportunities for all.  | 4.52         | O  | 4.67         | O    | 4.44          | VS   |

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|  |             |          |             |          |             |          |
|--|-------------|----------|-------------|----------|-------------|----------|
| 6. Deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes. | 4.53        | O        | 4.78        | O        | 4.44        | VS       |
| 7. Coaches and develops others by providing timely and constructive feedback.                    | 4.53        | O        | 4.78        | O        | 4.56        | O        |
| <b>Overall Weighted Mean</b>   | <b>4.51</b> | <b>O</b> | <b>4.73</b> | <b>O</b> | <b>4.59</b> | <b>O</b> |

Based on the table, the indicator that got the highest weighted mean in all the 3 administrative behavior is promoting collaboration and removing barriers to teamwork and goal accomplishment across the organization. This gains a weighted mean that ranges from 4.65-4.89.

Among the three administrative behaviors, inspirational gained the highest over-all weighted mean of 4.59. This is somewhat parallel with the concept of dynamism as defined in this study as aligning values with initiatives to create enthusiasm and a passion to act.

**Table 3C: Persistence of the School Heads**

| Indicators  | Consultative |          | Conciliatory |          | Inspirational |           |
|---|--------------|----------|--------------|----------|---------------|-----------|
|   | WM           | Desc     | WM           | Desc     | WM            | Desc      |
| 1. Expresses a desire to do better and may express frustration at waste or inefficiency.                                      | 4.53         | O        | 4.78         | O        | 4.67          | O         |
| 2. Focuses on new or more precise ways of meeting goals set.  | 4.41         | VS       | 4.67         | O        | 4.44          | VS        |
| 3. Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery. | 4.77         | O        | 4.89         | O        | 4.56          | O         |
| 4. Makes specific changes in the system or in own work methods to improve performance.  | 4.40         | VS       | 4.56         | O        | 4.33          | VS        |
| 5. Shares own knowledge and best practices with others for the purpose of assisting in their on-going development.            | 4.64         | O        | 4.78         | O        | 4.56          | O         |
| 6. Gets things done on time and optimum use of resources  | 4.38         | VS       | 4.44         | VS       | 4.44          | VS        |
| 7. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently.    | 4.41         | VS       | 4.67         | O        | 4.22          | VS        |
| <b>Overall Weighted Mean</b>  | <b>4.50</b>  | <b>O</b> | <b>4.68</b>  | <b>O</b> | <b>4.46</b>   | <b>VS</b> |

The table above portrays that among the 7 indicators for persistence, developing and adopting service improvement programs through simplified procedures that will further enhance service delivery has the highest weighted mean that ranges from 4.56-4.77 in the three components. Nevertheless, the 6<sup>th</sup> indicator, getting things done on time and optimum use of resources has the lowest weighted mean that ranges from 4.38-4.44. The figures along total weighted mean displays that conciliatory administrative behavior is the highest with 4.68.

The data implies that the respondents are persistent enough in doing their jobs as school leaders. This is evident in the Outstanding and Very Satisfactory rates presented in the table.

**Table 4: Relationship between the Administrative Behavior of the School Heads and their Personal Traits**

| Statistical Bases             | Integrity | Dynamism  | Persistence |
|-------------------------------|-----------|-----------|-------------|
| Level of significance         | 0.05      | 0.05      | 0.05        |
| Df                            | 2         | 2         | 2           |
| C-value                       | 0.07      | 0.01      | 0.00        |
| Degree of relationship        | Very weak | Very weak | Very weak   |
| X <sup>2</sup> critical value | 5.99      | 5.99      | 5.99        |
| X <sup>2</sup> computed value | 1.19      | 3.83      | 1.16        |
| Decision on Ho                | Accept    | Accept    | Accept      |
| Conclusion                    | Not Sig   | Not Sig   | Not Sig     |

Along integrity, it can be gleaned from the table that at 0.05 level of significance, the chi-square computed value of 1.19 is within the critical value of 5.99 when the degree of freedom is 2. Hence, the null hypothesis cannot be rejected. Therefore, there is no significant relationship between the administrative behavior of the school heads and their personal traits along integrity. Moreover, the C-value of 0.07 also indicates a weak relationship between the two variables.

The same figures are recorded along persistence however, a slight difference in the chi-square computed value, 1.16, is observed. Also, a very weak relationship between the administrative behavior and persistence is noted, so, the null hypothesis was accepted.

For the data under dynamism, it is noticeable that the computed chi-square value of 3.83 was lesser than the chi-square critical value of 5.99 at 8 degrees of freedom. Hence, the null hypothesis cannot be rejected.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

This finding implies that the personal traits of the elementary school heads in Bulan district are not dependent on their administrative behavior and vice versa. In this manner, school heads cannot be judged as effective or ineffective in their role as leaders by just identifying or determining their personal traits. School heads should be given ample opportunities to assess their personal traits and administrative behavior so that they may align the said aspects to effective leadership and be provided by seminar-workshops where personal traits and administrative behaviors will be given emphasis.

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