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#### ABSTRACT

This descriptive study ascertained the perceived personality traits of school administrators' and its relationship to teachers' performance in public elementary schools in the district of Estancia, Iloilo. The respondents of the study were the ninety (90) purposively selected public elementary teachers from the district of Estancia, Iloilo during the school year 2017-2018. A researcher-made questionnaire which was validated and reliability tested was used. The statistical tools employed were Chronbach's alpha, Mean, Frequency, Percentage, Standard Deviation, Mann-Whitney U, and Spearman rho. The significance level was set at 0.05. The results revealed that the school administrators had strong personality traits as perceived by the respondents, when taken as a whole and when classified as to age (above 30 years old), old and below perceived that school administrators have a very strong personality traits. In terms of school administrators' physical traits, teachers perceived school administrators to have very strong physical traits except for those who aged above 30 years old and master's degree holders who perceived school administrators to have strong physical traits. In terms of school administrators' social traits, teachers perceived school administrators to have strong social traits except for those who aged 30 years old and below who perceived school administrators to have very strong social traits. In terms of emotional traits and moral traits, teachers perceived school administrators in both aspects to have strong emotional traits and strong moral traits in all categories. The teachers in the district of Estancia, Iloilo had a very satisfactory performance when taken as a whole and when classified as to age, sex, civil status, length of service and highest educational attainment. A Mann-Whitney U Test revealed no significant differences in teachers' performance in the district of Estancia, Iloilo. The results further showed no significant relationship between the school administrators' personal traits and teachers' performance. sex, civil status, length of service and highest educational attainment. However, those who were 30 years

