



Dissertation Abstract

Title : Selected Public Secondary School Administrators' Personality Traits, Management Competencies and Skills: Bases for a Middle Level Training Program

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A. Statement of the Purpose

This study sought to determine the influence of the Selected Public Secondary School Administrators' personality traits, management competencies and skills as bases for a middle level training program in the Selected Public Secondary Schools in the Division of Cavite, S.Y. 2011-2012.

Specifically, this attempted to answer the following questions:

1. What is the demographic profile of the administrators' in terms of age, gender, length in service and educational attainment?
2. How do the administrators' personality traits vary in terms of openness, conscientiousness, extroversion, agreeableness, and neuroticism?



3. How do the teachers assess the level of management competencies and skills of the administrators in terms of the following:
 - 3.a Information Communication Technology Skills
 - 3.b Time Management
 - 3.c Conflict Transformation Management
 - 3.d Planned Change Management

4. How do the principals' personality traits of openness, conscientiousness, extroversion, agreeableness, and neuroticism relate to their management competencies and skills along:
 - 4.a Information communication technology.
 - 4.b Time management
 - 4.c Conflict transformation management
 - 4.d Planned change management

5. What middle level human resource development training program can be proposed to improve the administrators' personality traits and management competencies and skills in the selected Public Secondary Schools in the Division of Cavite?



B. Methodology

The researcher used the descriptive research designs: descriptive-normative survey and correlational studies in this investigation. Data on the administrators' personality traits and their management competencies and skills were gathered by using the questionnaire. Relative frequency, weighted mean, standard deviation, and the Chi-square were the statistical measures used for systematic and scientific analysis.

C. Summary of Findings

1. The demographic profile of the secondary Public School administrators.

Majority of the Public Secondary School administrators' were in age the range of from 56-60 years old or a total of 19 or 31.67 percent of the total population; most of them were female or 46 or 76.6 percent; their length of service ranged from 1-5 years or 14 or 23.33 percent; and their highest educational attainment is a Master of Arts degree, major in Educational Management, seen in a total of 32 or 53.3 percent.



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2. The Self-Assessment of the Personality Traits and the Level of Management Competencies and Skills of the Selected Public Secondary School Administrators in the Division of Cavite.

The Chi-square test was applied to determine if a relationship existed between the personality traits and the level of management competencies and skills of the administrators in the selected Public Secondary Schools in the Division of Cavite, S.Y. 2011-2012.

The Public Secondary School Administrators' self- assessment of their personality traits in the area of **conscientiousness** showed a mean score of 3.85; a standard deviation of 3.8 and ranked number 1; **openness** had a mean score of 3.83 and a standard deviation of 0.82, with rank number 2; **agreeableness** showed a mean score of 3.63 and a standard deviation of 0.68 with rank number 3; **extroversion** had a mean score of 3.58 and a standard deviation of 0.59 with rank number 4; and finally, **neuroticism** showed mean score of 3.38 and a standard deviation of 0.78 with rank number 5.

3. The Teachers' Assessment of the Level of Management Competencies and Skills of the Selected Public Secondary School Administrators

The teachers assessed the level of the management competencies and skills of the selected Public Secondary School administrators.



The following are the results of the assessment: *conflict transformation management* ranked number 1 with a mean score of 3.68 and a standard deviation of 0.92; ICT skills, ranked number 2.5, with a mean score of 3.62 and a standard deviation of 3.62; *time management*, ranked number 4 with a mean score of 3.30 and a standard deviation of 1.02; and, finally, *planned change management*, ranked number 2.5 with a mean score of 3.62 and a standard deviation of 0.91.

4. The Significant Relationship between the Administrators' Personality Traits and the Level of Management Competencies and Skills

4.a The Chi-square tests showed the significant relationship between the administrators' personality traits and the levels of their management competencies and skills.

Openness and information communication skills (ICT) had a computed chi-square value of 11.535, which is greater than the critical values of 9.488 at 0.05 level of significance with four (4) degrees of freedom.

Openness and planned change management showed a Chi-square value of 7.27, which is greater than the critical value of 5.991 at 0.05 level of significance with two (2) degrees of freedom .



Conscientiousness and time management had a Chi-square value of 10.45, and critical values of 5.991 at 0.05 level of significance and a 9.210 at 0.01 level of significance, degrees of freedom of 2 and Chi-square result which is greater than both the critical values.

Conscientiousness and conflict transformation management projected a chi-square value of 9.98, and critical values of 5.991 at 0.05 level of significance and 9.210 at 0.01 level of significance, degrees of freedom of 2 and Chi-square result which is greater than both the critical values.

Conscientiousness and planned change management revealed a Chi-square value of 10.38, and critical values of 5.991 at 0.05 level of significance and 9.210 at 0.01 level of significance, degrees of freedom of 2 and Chi-square result which is greater than both the critical values.

Extroversion and conflict transformation management showed a Chi-square value of 19.11 and critical values of 7.815 at 0.05 level of significance and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is greater than both the critical values.

Agreeableness and conflict transformation management had a Chi-square value of 8.19, and critical values of 7.815 at 0.05 level of significance and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is greater than the critical value at 0.05 level of significance.



Neuroticism and planned change management forwarded a Chi-square value of 7.09, and critical values of 5.991 at 0.05 level of significance and 9.210 at 0.01 level of significance, degrees of freedom of 2 and Chi-square result which is greater than the critical value at 0.05 level of significance.

4.b The Chi-square tests showed that no significant relationship exists between the administrators' personality traits and the levels of their management competencies and skills.

Openness and time management revealed a Chi-square value of 0.58 and critical values of 7.815 at 0.05 level of significance and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than both the critical values.

Openness and conflict transformation management showed a Chi-square value of 0.90 and critical values of 9.488 at 0.05 level of significance and 13.277 at 0.01 level of significance, degrees of freedom of 4 and Chi-square result which is less than the critical values.

Conscientiousness and information communication technology skills (ICT) had a Chi-square value of 0 and critical values of 9.488 at 0.05 level of significance and 13.277 at 0.01 level of significance, degrees of freedom of 4 and Chi-square result which is less than the critical values.



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Extroversion and information communication technology skills (ICT) had a Chi-square value of .06 and critical values of 7.815 at 0.05 level of significance, and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than the critical values.

Extroversion and time management presented a Chi-square value of 0.92 and critical values of 7.815 at 0.05 level of significance and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than the critical values.

Extroversion and planned change management had a Chi-square value of 0.83 and critical values of 7.815 at 0.05 level of significance, and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than the critical values.

Agreeableness and information communication technology skills (ICT) showed a Chi-square value of 0.48 and critical values of 5.991 at 0.05 level of significance and 9.210 at 0.01 level of significance, degrees of freedom of 2 and Chi-square result which are less than the critical values.

Agreeableness and time management projected a Chi-square value of 0.52 and critical values of 7.815 at 0.05 level of significance and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than the critical values.



Agreeableness and planned change management showed a Chi-square value of 0.17 and critical values of 7.815 at 0.05 level of significance, and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than the critical values.

Neuroticism and information communication technology skills (ICT) had a Chi-square value of 0.49 and critical values of 5.991 at 0.05 level of significance and 9.210 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than the critical values.

Neuroticism and time management projected a Chi-square value of 0.54 and critical values of 7.815 at 0.05 level of significance and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than the critical values.

Neuroticism and conflict transformation management had a Chi-square value of 0.37 and critical values of 7.815 at 0.05 level of significance and 11.346 at 0.01 level of significance, degrees of freedom of 3 and Chi-square result which is less than the critical values.

By and large the Chi-square has revealed that no significant relationship exists between the administrators' personality traits and the levels of the management competencies and skills of the administrators of the selected Public Secondary Schools in the Division of Cavite, S. Y. 2011-2012.



5. The Proposed Training Program

A middle level training Human Resource Development Program was prepared as a guide to improve the administrators' personality traits and their management competencies and skills in the selected Public Secondary Schools in the Division of Cavite.

THE MIDDLE LEVEL TRAINING PROGRAM FOR PUBLIC SECONDARY SCHOOL ADMINISTRATORS IN THE DIVISION OF CAVITE, S.Y. 2011-2012

TARGETS	OBJECTIVES	ACTIVITIES/ STRATEGIES	PERSONNEL INVOLVED	TIME FRAME	SUCCESS INDICATOR
Personality Traits 1.Openness; 2.Conscientiousness; 3.Extroversion 4.Agreeableness,and 5.Neuroticism	Enhance the school administrators' personality traits based on their identified needs with focus on neuroticism	Provide seminars in coordination with the DepEd Division of Cavite	DepEd Division Guidance Supervisor & School Secondary Guidance Coordinators/ Counselors; School administrators	Summer and Semes-tral break	At least 75 % attendance of Guidance and School Personnel
Administrators Emotional Values (neuroticism)	Enrich and uplift the emotional life of the school administrators	Organize fellowships in the Division and school level	Values Education Supervisor & School administrators	Once a year	Hamonious relationship between the administrators, faculty and staff
Management Competencies and Skills 1. Information Communication Technology Skills	Use spreadsheet programs to manipulate cell information, create and apply basic formulas, utilize tool and data menus, and create charts and graphs from the cell information.	Provide trainings and seminar workshops in using the computers, surfing, and other related topics about information technology.	ICT Division Supervisor	Every Saturday within a period of 3 months	Administrators increased knowledge and understanding of the role of technology for their professional growth.



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TARGETS	OBJECTIVES	ACTIVITIES/ STRATEGIES	PERSONNEL INVOLVED	TIME FRAME	SUCCESS INDICATOR
	Understand the value of searching for and evaluating websites that are applicable to course objectives, and use search engines effectively.				
2. Time Management	Develop well-disciplined administrators in using their time (Program design, see Appendix E)	Provide in-service trainings.	DepEd Division Schools Supervisor	Twice a year	Good and well-disciplined administrators. Flexible use of time.
3. Conflict Transformation Management	Identify factors that create conflicts in the workplace.	Provide one day training.	DepEd Regional Guidance Director	One Saturday	Harmonious relationship between the principals and his subordinates
4. Planned Change Management	Strengthen competencies and skills in the planning and management of change (Program design, see appendix E)	Provide trainings/ seminars	DepEd Regional Schools Supervisor	Saturdays or weekdays	Well-motivated administrator who will initiate planned change management in their own schools.

Conclusions

The following conclusions were drawn from the findings of the study:

1. The Public Secondary School administrators had ages ranging from 56 to 60; most of them were female with a length of service ranging from 1 to 5 years, and their highest educational attainment was a Master of Arts degree, major in Educational Management.



2. The self-assessment of the administrators on their personality traits in the areas of *openness, conscientiousness, extroversion, and agreeableness*

were all rated **very good** except for neuroticism which was rated only **good**.

All the traits were homogeneous. Their standard deviations were very small showing homogeneity in the group.

3. The teachers' assessment of the administrators' management competencies in the areas of information communication technology (ICT), conflict transformation, and planned management was **very good** except for time management which was rated only **good**.

4.a A significant relationship existed in the following personality traits and management competencies and skills of the administrators: *openness and information communication technology (ICT) skills*; openness and planned change management; conscientiousness and conflict transformation management; conscientiousness and planned change; extroversion and conflict transformation management; agreeableness and conflict transformation management and neuroticism and planned change management. These areas, upon assessment of the teachers, were all rated **very good**. However, neuroticism was rated **good** while planned change management was rated **very good**.



Likewise, conscientiousness was rated **very good** and time management was rated only **good**.

4.b No significant relationship existed between the personality traits and the management competencies and skills of the administrators in the following areas: openness and conflict transformation; conscientiousness and information communication technology (ICT) skills; extraversion and information communication technology (ICT) skills; extraversion and planned change management; agreeableness and information communication technology (ICT) skills; agreeableness and planned change; neuroticism and the following: information communication technology ICT skills, time management skills and conflict transformation skills. These areas were all rated **very good**.

The personality traits and management competencies and skills of the administrators had the following assessments: **openness** was rated **very good**, while time management was only rated **good**; extraversion was rated **very good**, while time management was rated **good**; agreeableness was rated **very good** and time management was rated **good**; and information communication technology (ICT) skills were rated **very good**; neuroticism was rated **good**; conflict transformation was rated **good** while both neuroticism and time management were rated only **good**.



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5. A middle level training Human Resource Development Program was prepared as a guide to improve the administrators' personality traits and their management competencies and skills in the selected Public Secondary Schools in the Division of Cavite. (See *Appendix D-E*).

Recommendations

After a thorough investigation, analysis, and evaluation of the findings, the researcher came up with the following recommendations:

1. The administrators' personality traits must be improved especially in the area of neuroticism or their negative attitudes towards their subordinates by providing seminars and organizing fellowships.
2. Trainings on management competencies and skills with emphasis on developing information communication technology skills and learning how to practice time management must be provided.
3. The results of the findings and evaluation should be taken into account by the Division supervisors in implementing the Management Competencies and Skills Program aimed at developing quality leadership and management skills of the school administrators and enhancing a more wholistic development.