

BIBLIOGRAPHY

FAUSTO B. PANDOSÉN, October 2006. Influence of Administrators' Personality Traits on Teachers' Morale in Public Elementary Schools in La Trinidad, Benguet. Benguet State University, La Trinidad, Benguet.

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ABSTRACT

The study aimed to find out the personality traits of administrators that influence teachers' morale in public elementary schools in La Trinidad, Benguet as practiced by the administrators, the extent of influence of administrators' personality traits on teachers' morale along physical, social, emotional and moral aspects and the differences on the extent of influence of the different aspects of administrators' personality traits on teachers' morale in public elementary schools when compared according to age, gender, civil status, position classification, highest educational attainment and length of service.

Results of the study showed that administrators in public elementary schools in La Trinidad, Benguet always practiced desirable physical, social, emotional and moral traits.

Generally, teachers' morale in public elementary schools in La Trinidad, Benguet is very much influenced by the administrators' physical, social, emotional and moral traits.

The findings of the study further revealed that the extent of influence of administrators' physical traits on teachers' morale differ significantly when compared

according to age, gender, position classification and length of service of teachers in public elementary schools in La Trinidad, Benguet.

Social traits of administrators' extent of influence on teachers' morale differ significantly when compared according to age, civil status, highest educational attainment and length of service of teachers in public elementary schools in La Trinidad, Benguet.

Administrators' emotional traits extent of influence on teachers' morale differ significantly when compared according to age, gender, civil status, position classification, highest educational attainment and length of service of teachers.

Moral traits of administrators' extent of influence on teachers' morale differ significantly when compared according to age, civil status, position classification, highest educational attainment and length of service.

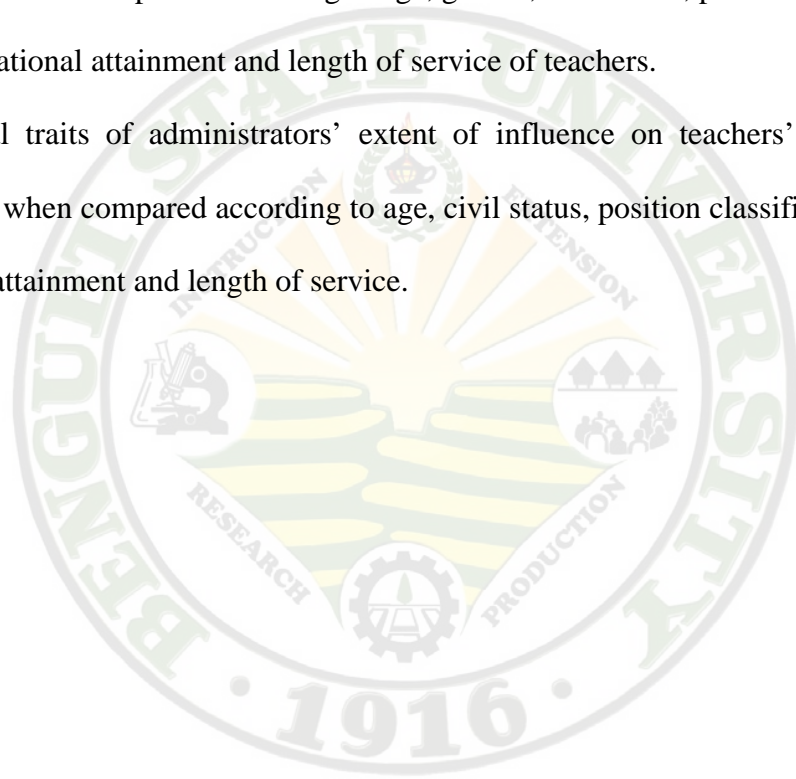


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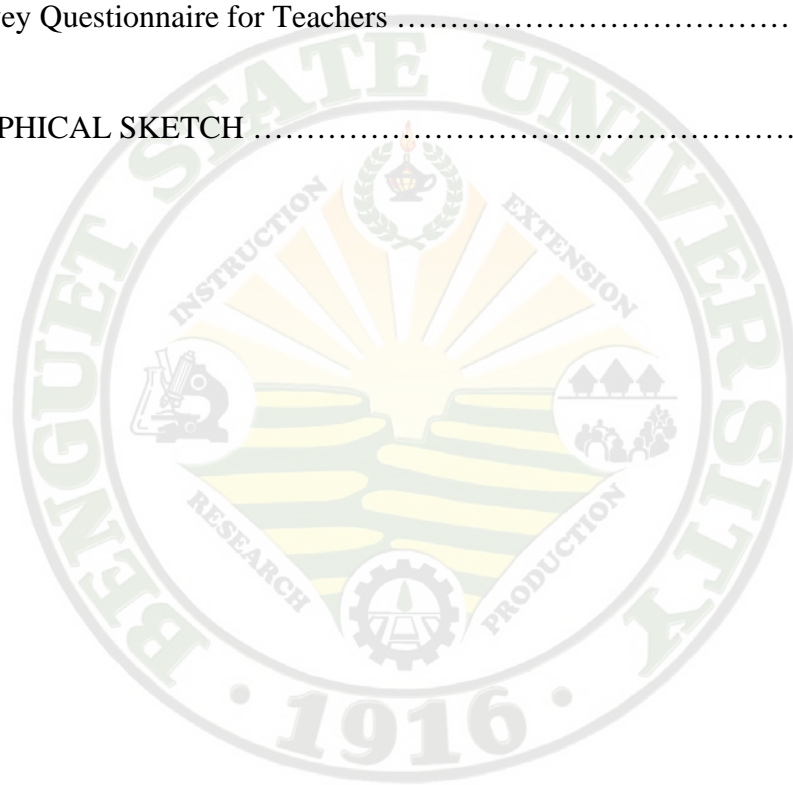
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INTRODUCTION

Background of the Study

The teacher is one of the most important factors in the entire school organization. He assumes a critical role in the educational system. The teacher is directly responsible in molding the character of the Filipino youth. He is tasked to impart valuable information and to develop the wholesome personality in all aspects of life of his pupils. Upon him depends the kind of citizens the country shall have in the future.

In the discharge of his duties, the teacher recognizes the relation of his position in the state. Every teacher sincerely believes in and earnestly endeavors to help carry out the declared policies of the state. As the one directly involved in the instructional process, the teacher as emphasized by Aquino (1988) occupies a strategic position in the school system for on his shoulder lies the responsibility of translating the curriculum to learning experiences.

The fast changing pace of educational practice in today's world demands the teacher to be effective, must possess human and conceptual skills as well as technical competence to meet the demands of a rapid transforming world.

While on the job, the behavior of each teacher is influenced, stimulated, extended, hindered, supported, blocked, or ignored by others with whom he/she is



interacting. Being responsible to execute the different tasks, the teachers' morale may affect how well they perform their jobs (Daug, 2005).

Bradfield (1964) pointed out that a child cannot do his best in learning if he is disturbed in anyway, neither can a teacher do his best if he is unhappy or dissatisfied, or if the working conditions are not desirable for teaching and learning. Liu (2001) revealed a similar idea that though the teachers are considered the heart of the educative process, their performance and how well they direct the teaching-learning process are conditioned and influenced by several factors such as the school served, co-workers, administrators and other members in the administration.

In the school setting, Ovard (1966) emphasized that the principal is in the key position to influence the human factors of morale of teachers. He can select individuals for certain roles, change attitudes of staff members, change the nature of their relationship with him and with other staff members, and generate interpersonal hostility and distrust or interest, confidence and trust.

One of the concerns of school administrators today as pointed out by Gregorio (1948) as cited by Solis (1980) is "to supply the kind of leadership which helps the staff members to grow professionally themselves. Orlosky, et al. (1984) agreed that the role of the administrator is not to resist change, but to be a constructive change agent and facilitate change that enhances teaching and learning. Ramizo (1997) stressed that it is the principal who must nurture his



teachers and encourage them in developing their school in the effort to ensure that it is a safe positive learning environment.

It is imperative that school administrators according to Orlosky et. al. (1984) recognize the importance of the collaborative and leadership relationships they must assume to bring about the essential climate and consequences to lead schools into a more effective performance.

An administrator must exercise leadership to guide subordinates as individuals and as a peer group, toward fulfilling organizational objectives. He must communicate managerial decisions from higher levels to them, motivate them, measure their responses, and communicate their feelings and needs to higher management echelon. He is required to develop and use new skills and talents. He must now apply human relation skills while working with people for he influences their dissatisfaction and ultimately determines the efficiency of their performance and the teamwork that develops (Kohn, 1980).

Teachers' morale is important in the teaching success. Good morale brings favorable conditions for effective working togetherness of teachers. Such conditions according to Williams (1964) permit a climate for productive human relations, stimulate maximum teacher growth, allow staff participation in decision making, schedule fair use of teacher's time and encourage a satisfying social climate.



Bradfield (1964) believed that some of the factors that cause teacher turnover and low morale among teachers were found to be poor teaching conditions, poor community conditions, and unsatisfactory conditions related to instructional and administrative leadership. Personality incompatibility between the supervisor and the subordinate as stated by Sison (1991) is also a very common cause of some morale problems.

In the Philippines, teachers experience several existing conditions and practice in their workplace that may influence their morale. A study conducted by Lacsamana (1975) on the staff of teachers in La Union indicated that both administrative and supervisory behavior affects teacher morale and that high teacher morale tends to increase pupil achievement. Another study conducted by Villacorte (1987) as cited by Sorasak (2000) revealed that morale and prestige of teachers is seen to be declining due to work overload, substandard school facilities, low salaries and pressures from unscrupulous superiors to debase the profession and adversely affect teachers' academic performance and attitudes.

As most school administrators in the public elementary schools have shown their expertise on their administrative functions it would be interesting to find out their influence on the morale of their teachers.

To this effect, the researcher came out with this study on the extent of influence of personality traits of administrators on teachers' morale in public elementary schools in La Trinidad, Benguet.



Statement of the Problem

Primarily, the study aims at identifying the perceived administrators' personality traits on their extent of influence to teachers' morale in public elementary schools in La Trinidad, Benguet. Specifically, the researcher sought answers to the following problems:

1. What are the personality traits of administrators that influence teachers' morale in public elementary schools in La Trinidad, Benguet as practiced by the administrators?
2. To what extent do administrators' personality traits influence teachers' morale in public elementary schools in La Trinidad, Benguet along the following aspects:
 - a. Physical
 - b. Social
 - c. Emotional
 - d. Moral
3. Are there significant differences on the extent of influence of the different aspects of administrators' personality traits on teachers' morale in public elementary schools in La Trinidad, Benguet when compared according to:
 - a. age
 - b. gender



- c. civil status
- d. position classification
- e. highest educational attainment
- f. length of service

Objectives of the Study

The objectives of the study are the following:

1. To find out the personality traits of administrators that influence teachers' morale in public elementary schools in La Trinidad, Benguet as practiced by the administrators.
2. To determine the extent of influence of administrators' personality traits on teachers' morale in public elementary schools in La Trinidad, Benguet along the following aspects:
 - a. Physical
 - b. Social
 - c. Emotional
 - d. Moral
3. To identify the differences on the extent of influence of the different aspects of administrators' personality traits on teachers as to:
 - a. age
 - b. gender



- c. civil status
- d. position classification
- e. educational attainment
- f. length of service

Importance of the Study

The success of the educational system depends to a great extent on the manner in which teachers and administrators work together. Teacher-administrator relation is one essential determinant for a school to succeed. The findings from this study will be a great help to the following:

The school administrators, results of this study will give them valuable insights and gain better understanding on the things that should and should not be done in dealing with his/her teachers or subordinates. The findings of this study may be able to reveal what aspects and factors on their personality are deterrent that needs attention and when properly addressed will result to an effective kind of leadership. Moreover, the awareness of administrators on their over-all personality traits would encourage them to help create and provide teacher's climate that will promote professional growth and enhance teachers' morale. Likewise, the findings can reveal several important issues on administrators' personality traits that influence teachers' morale as a reference for further discussion related to this field. As a result, administrators have basis in



formulating policies concerning teachers' welfare and advancement.

The teachers, may also gain from the study. Results can provide them with knowledge on prevailing conditions in the development of their morale. Through this study, it can help teachers understand possible ways and means in taking all things as positive towards achieving harmonious teacher-administrator relations.

The researchers, may gain relevant facts from this study, which may serve as a guide for them to undertake future researches related to this field.

Results of the study will give the researcher a deeper analysis on realities happening in the work environment to enable him to face upsetting conditions in the school system.

Scope and Delimitation of the Study

The study was delimited to finding the administrators' personality traits that influence teachers' morale in public elementary schools in La Trinidad, Benguet during the first semester of school year 2006-2007.

The study was also delimited to the extent of influence of administrators' personality traits on teachers' morale on the following areas: physical, social, emotional and moral.

As to the differences on the extent of influence of administrators' personality traits on teachers' morale, the study on the profile of teacher-respondents was delimited to the following moderator variables: age, gender, civil



status, position classification, highest educational attainment and length of service.

The respondents involved in the study were the permanent teachers teaching in public elementary schools in La Trinidad, Benguet including their principals.



REVIEW OF LITERATURE

Personality Traits of Administrators That Influence Teachers' Morale

The success or failure of an institution as emphasized by Aldaba (1997) largely depends on the kind of administrator appointed to lead the institution, for he is the very person who is expected to provide the members of the organization, the vision and directions for implementation. Thus, it is very important that the school administrator be selected very carefully and that he has an appropriate preparation for the job.

The school head is essentially a leader of the staff. Being a leader, it is only but proper and necessary that he must possess some qualities and values that are considered good, important, and desirable in bringing about a favorable climate and condition conducive to teaching and learning. Aside from this, the school head serves as the school's agent or conveyor of values and ideals. He is looked up to as the teachers' and pupils' leader and model (Hoggang, 2005).

Further, Gregorio (1948) as cited by Solis (1980) noted that it remains as one of the concerns of school administrators of today "to supply the kind of leadership which helps the staff members improve the instructional situation, and in doing so grow professionally themselves. The principal cannot carry out the program alone, and so he looks up to his teachers for cooperation and support. He is aware that cooperation more than competition leads to greater productivity, and



therefore, does not disregard the contributions of the teachers in the supervisory program.

Ramiso (1997) pointed out that the head of an educational institution is always under constant observation and supervision. All those working under him and with him are continuously observing the head of the institution. Everyone observes the way the principal conducts himself as the head of the institution and also as an individual. The principal of the school has a variety of critical roles like those of learners, manager, creator of the learning organization and shaper of the school climate which are critical for achieving success and meeting the institutional objectives. He added that it is the principals who must reach out to parents, community organizations, businesses and local leaders to elicit the involvement that is so essential to student success. It is the principals who must nurture their teachers and encourage them in developing their school in the effort to ensure that it is a safe, positive learning environment.

According to Orlosky, et al. (1984) for any administrator or supervisor to be successful, several conditions have to occur. First, one has to establish oneself. Next, trust has to be built by the new administrator, a process that takes a long time. It is imperative that school administrators recognize the importance of the collaborative and leadership relationships they must assume to bring about the essential climate and consequences to lead schools into a more effective performance.



In order to lead a better if not the best educational system, Hoggang (2006) stated the following qualities in order that the philosophy of education shall be attained: (1) An administrator must have the necessary knowledge and skills in the main functions of educational management such as organizing staffing, directing, controlling in order to be a successful school administrator; (2) An effective administrator must have a genuine concern for his subordinates. He should consider their frailties, weaknesses, and their welfare in the same manner that he leads them to the achievement of their goals with regards to instruction. With this in mind, he should adopt a leadership style that varies to fit the situation and the needs concerned; (3) Administrators must possess integrity, which is made up of honesty, dedication to duty, and foremost fairness in all aspects especially during ranking of teachers, and giving what is due to them; (4) The administrator must listen to subordinates whenever problems arise, respect them for better working relationship, and can be easily approached and loved by teachers as well as other people in the community; (5) An administrator should learn to say, “ I’M SORRY” if he knows he has done something wrong. It is not humiliating to accept one’s mistake because an administrator is still apt to commit error as a human being. If he asks for an apology for any wrong done, then such humbleness shows and warrants respect especially on the part of the teachers.

The former DECS Secretary Ricardo T. Gloria according to Castro (2000) advocated a culture of excellence in leadership that set high standards and



orchestrated efforts directed at the different aspects of school operations. The following qualities portray a modern administrator.

1. Innovator. A leader who is innovative, plans ahead since quality outputs call for dynamic, imaginative thinking.

2. Good Decision Maker. For the executive who gets things done, he must be rational in making right decisions. He must have the ability to compress time in adhering to the safest procedures for decision making.

3. Good Listener. Effective listening is more than just hearing the spoken words. The best rule to guide decision making is that listening won't hurt anybody. Careful listening to all ideas, especially from people who know some special facets, can improve the decision considerably.

4. Competitive Thinker. This passion for activity results in a general climate of competitiveness. Modern competition, and the working of supply and demand in the classical sense are more of an academic exercise than a description of the way competition works in reality. Keeping a competitive spirit alive in a group is best done through the adroit use of recognition as a motivator.

5. Effective Time Manager. Time is the greatest investment the manager has. Human power and effectiveness grow out of the effective use and treatment of time.

6. A Learner Abreast of Information. The constant flow of information and the altering of ideas require that the executive keeps learning.



7. An Ethical Leader. The best reputation a leader can possess relates to displaying ethical conduct in all things. Those who are known for demonstrating such behavior are trusted and respected.

8. A Visible and Available Leader. Face to face discussions are not always possible in huge organizations, but access in written form is a viable option. In smaller operations, the leader needs to get about and must also be willing to talk to anyone who shows up.

9. A Determined Leader. Subordinates establish their personal determination level based on what they see in their leader. Wimpy behavior produces wimpy results.

10. Energetic. Serious people exude energy. This provides a confidence-building source for others.

11. Reliable. Reliability is a primary sign of the grown-up administrator. Performance over time is the key to reliability.

12. Pleasant. The most powerful people are those who have time for courtesy and personal concern.

13. Intense Leader. The leader is concentrated, but other interests can grow and flourish. Intensity needs to be something that can be turned on like a spot- light.

14. Productive and Committed. Leaders must strive for productivity or quality outputs through his commitment and positive attitude to work.



15. Morale Builder. It is the role of the administrator to make the work atmosphere a place where one can enjoy coming to work.

16. Community Spirit/ “We” Image Developer. Employees are family members who should participate actively to share a common goal/vision.

17. A Planner. Planning makes life easier and leads to tangible rewards. It keeps the leader from constantly “fighting fires” by letting him act rather than react.

18. Leads through Example. Supervisors who want their subordinates to trust them must be seen by the workers as being trustworthy.

19. Goal Oriented. A leader leads his workers in the right direction.

20. Confident. Acting confident without knowing that your job is cockiness.

21. Disciplinarian. Every supervisor is responsible for discipline to some degree.

22. Power Package Developer. A leader can influence his subordinates to do a better job through developing his power package which are the following: (a) reward power, (b) referent power, (c) expert power, (d) formal power.

The summary of the modern concepts of administration and supervision had been noted also by Naungayan (2006). He pointed out that a good supervisor encourages new ideas and initiative among his constituents and staff to regulate channels and utilizing suggestions, associates with staff and community with



respect as the basis of equality as a person, gives fair and equal treatment to all and gives friendly help to staff in case it is needed.

Administrators are the people who can lead the group in an organization and have capacity to inspire and influence them. On this point Stogdill (1960) as cited by Ovard (1966) based the following personal characteristics that are set forth as generally desirable qualifications for a principal:

1. Intelligence. The principal should be above average in intelligence. By above average is meant that he should be at least as intelligent as the group with whom he works. It is generally accepted that he should rate somewhat higher in intelligence than the group.

2. Good Health. The principal should have good health. He needs to be sound in body and mind. The nature of his work is exacting in terms of mental and emotional strain and stress. Good physical and mental health are requisites for maximum effectiveness.

3. Self-Confidence. When self-confidence is missing in an administrator, he ends up as a rubber stamp for persons or groups who do have confidence in themselves and their ideas.

4. Sociability. To function effectively in all the duties and responsibilities placed upon a principal, he must interact with many individuals and groups of people. To work effectively with all, the principal must be friendly, cheerful, genial, and sociable in his approach to people.



5. Consideration for Others. It is not enough to be friendly and sociable when one must work closely with other individuals for intensive and long periods of time. Many interpersonal problems arise. Every individual desires respect and consideration from his fellow human beings even though the idea he is espousing is not accepted or is wrong. A considerate principal can be most effective and create lasting good will by simple acts that show the person that the principal is concerned with his ideas, attitudes and feelings.

6. Professionally Minded. A principal should be positive in his approach to individuals and their problems. He should have a positive attitude toward the educational profession and toward the students, teachers, administrators and other staff members of this profession.

7. Morally Strong. It is expected that a principal will exemplify high moral character. Adherence to standards of morality, honesty, and integrity are expected everywhere.

Domingo (1997) emphasized the following traits of a leader in his article, *A Good Leader : Learning from The Parable of The Good Samaritan*.

A leader must serve the common good of all. He must interact with everybody and serve everybody.

He is able to hold his composure because he know he had with him the solution of the problem.



A good leader is empowered so that tough situations are not threats to him, but opportunities to polish his leadership style.

People who lack self-confidence are afraid of failures and are overly cautious. When they make mistakes, they have difficulty facing them and they try to find someone else to blame. Confident people are willing to risk making decisions and accept responsibility for wrong ones.

A good leader is sympathetic and understanding with the weak and erring. He is not a downer but he carries his subordinates when they are down and pushes them up if they are capable. He feels their problems. He takes responsibility for their personal growth, promotions and financial adjustments. He does not envy them. He rejoices over their triumphs.

Self-sacrifice is willingness to renounce personal preferences to sacrifice legitimate and natural desires. He is willing to give up his “precious” moments for the sake of the masses.

A good leader trusts the abilities of his subordinates. Thus, he likes to delegate authority.

A good leader does not build doubts on his subordinates nor magnifies trivial things. Instead, he creates opportunities for talents to surface.

A good leader remembers his word. He staunchly maintains doing good even if everybody is at odds with him. He delights in doing well even if it is



against the public pulse because he knows that “to him that knoweth to do good, and doeth it not, to him it is a sin “ (James 4:17)

Qualities of a school administrator was further discussed by Bona (2006) in his article, “What Makes A Good School Administrator?” According to him a good school administrator has these qualities: (1) He must be able to relate to his subordinates well using the personal touch; (2) He must be able to maintain composure even when under pressure; (3) He should be good in handling tasks as well as his subordinates; (4) He knows how to make his point clear and understandable; (5) He must be intelligent so his workers will be challenged to do better; (6) He must share his expertise for the good of the staff; (7) To know his staff well, he must have an open communication with them; (8) He must give his staff both manpower and technology support; and (9) He considers that going out once in a while with his staff or a chat over simple meals could foster rapport among the staff.

As a result of his study, Dulce (2000) suggested ways on how an administrator can share with their teachers the instructional purposes or commitment of the school. These are: (1) giving the teachers the necessary responsibilities that release their potentials and make their actions and decisions count; (2) sharing their leadership qualities, the school administrators then must be abreast with new trends in education as a continuing process; (3) being a keen observer, has common sense and intuition, energetic ability and practical attitude



towards life; and (4) being firm in his decisions but ready to temper, discipline and being human.

Fontanilla (2000) reported results of her study on the desirable practices by the school administrators in La Union which may be important for good teacher morale. Among the values of administrators in human relations in the public elementary schools are: (1) morality; (2) strict observance of rules affecting pupils service; (3) honesty and integrity; (4) good physical and mental health; (5) proper grooming; (6) sense of responsibility and self-confidence; (7) stress and frustration to tolerance; (8) exercise of self-control; (9) ability to make decisions; (10) manifestations of independent thinking and conviction; (11) open-mindedness to suggestions and criticism; (12) harmonious relations with other people; and (13) enjoyment of esteem and respect among community members.

Ramos (2006) revealed what makes an ideal leader in an organization. According to her, if it can be had, the ideal leader must be bright, brave, competent, dynamic, concerned, morally effective. He must be efficient and economical too, in achieving goals. He must have a track record of service. He must have a vision, a platform of what he wants to achieve, feeling the needs and pulse of the people. A leader, not a dictator, leads in service so as to bring out the best talents of the people as ethos bloom. God-fearing and righteous, he can bring individuals anywhere to love, peace, boom, progress, and common understanding.



Extent of Influence of the Administrators’
Personality Traits on Teachers’ Morale

In the pursuit of understanding how administrative behavior can help school personnel to derive maximum satisfaction from work- related activities and to give consistently their best efforts to the organization, no universally applicable solutions have been developed (Castetter, 1962).

Caraboc (2006) studied the leadership behavior of public elementary school administrators in the Division of Cagayan. She found out that school administrators who manifest favorable leadership behavior results to job satisfaction of their teachers. Also, teachers whose school administrators are more assertive in their roles and supportive of them are likely to excel in their teaching performance.

Bradfield (1964) found that high-morale teachers thought that their instructional leaders were fair, reasonable, understanding and friendly. In contrast, low-morale teachers felt their supervisory leaders were unfair, unsympathetic, unreasonable and not reliable.

The same author pointed out in his book that teachers who have opportunity to participate freely and regularly in policy-making are a rule more enthusiastic about their school systems than those who have only a limited opportunity to participate. The extent to which teachers are permitted to share in planning and decision- making involves them in distinguishing between low and high morale. Teachers who contribute to curriculum improvement or school-



building planning, participate in salary scheduling, develop a new plan for reporting to parents or participate in making policies are likely to be more enthusiastic and to consider that this experience has enhanced their satisfaction as well as improved their effectiveness.

Since students according to Burrup (1962) learn more easily when the morale or esprit de corps of the faculty is high, the school principal should enlist the support of all possible potential contributors to morale development.

Underscoring the importance of teacher's role in the organization, Manzanero (2002) pointed out that while happiness with working conditions and remuneration are important, creative input of people is brought out largely by providing them satisfaction in their jobs, to their ability, and an opportunity for achievement. Joven (2005) believed that contented teachers would give better quality service to the attainment of quality education.

Bradfield (1964) stressed that teacher morale may be considered the climate or atmosphere which prevails among members of the staff in the school. It involves group spirit and feeling of goodwill among the teachers working together. Good morale brings about pleasant attitudes of school employees. The presence or absence of good staff morale may stem from the school leadership. Knezevich (1975) strongly suggest that the administrator must try to promote this general feeling of well-being so that all people in the institution will work together consistently in pursuit of the common purpose.



The importance of morale in the teaching profession, as in other areas of human endeavor, cannot be denied. Wholesome morale makes teachers and employees eager to work hard and fight indifference. Even though the “going is rough” if morale is high, the teachers usually do not mind the many incidents which would normally scuttle effective administration if morale were low. High morale stimulates loyalty, cooperation and teamwork, all of which are essential in the teaching profession. Obviously, one of the supervisor’s responsibilities is the development of morale (Ruiz, 1972).

Low morale workers according to Sison (1991) is usually manifested by such conditions as low production and high rates of absenteeism, grievances and turnover.

Small (1970) as cited by Ruiz (1972) identified some psychological evidences of the presence of morale on the part of the faculty. Some of the evidences are:

1. Enthusiasm and self-confidence of the teacher. The teacher is normally willing to make decisions and to accept full responsibility for any action she has taken.
2. Respect for those in authority and her fellow-workers. If the teacher shows respect for authority and if she feels confident that she is also respected and liked by the group, the chances are that the teacher has high morale.



3. Satisfaction with and enjoyment of her work. If the teacher is satisfied with her work and enjoys it, is proud of its usefulness and of her achievement, no matter how little, her morale is likely to be high. Recognition by superiors of such achievement and giving credit to whom credit is due may inspire the teachers to work very hard to accomplish their goals, if only to justify the superior's esteem and confidence.

4. Security in the future and confidence in being retained in her position. Because of this security, the teacher is usually free from worry, is cheerful and contented.

Teacher's Morale According to Several Teacher Variables

In a study by Caraboc (2006), she found out that school administrators who tend to exhibit favorable leadership behavior are those who are single, with higher level of education and with longer administrative experience. Further the same researcher found out that in terms of number of years as administrators this variable was significantly associated with production emphasis and tolerance of uncertainty. All other variables were found not significant with school administrators' leadership behavior. These are age, sex and designation. Regardless of sex, age and designation, the manifestation of the different dimensions of leadership behavior are the same.



Bradfield (1964) noted that a typical teacher of the high morale group was over thirty-five years of age, a home- owner and an active church member.

Most studies indicate that female and male leaders are similar in the amount of interpersonal and task behavior they exhibit or that differences tend to be small. Furthermore, they appear to be equally effective in terms of eliciting subordinate job satisfaction and performance (Bartol and Martin, 1999).

In a study conducted by Iquid (2005) on teachers' attitude toward work in 1980 and 2000 in Mountain Province revealed the following information: (1) the average age of teachers in 2000 is 39 years; (2) majority of the teachers are female and married. This proves that teaching in the elementary school is still female dominated and many have married: and (3) there are more teachers taking masteral units as compared to how teachers were twenty years ago.

Conceptual Framework

Good working relations between teachers and administrators has been recognized to have favorable effects to good teaching and effective learning.

A good working climate must start from the administrators. To have this, the principal according to Catudan (1996) must recognize the potentialities of the teachers, stimulating them to do independent thinking, share responsibilities with them and consider them as friends at all times.



Figure 1 shows the relationship among variables. The independent variables include the administrators' personality traits as to physical, social, emotional and moral. The administrators' personality traits has something to do in influencing teachers' morale, for if the personality traits of administrators are favorable, it enhances teachers' morale. The lesser the problem encountered by the teacher in dealing with his administrator chances are he is motivated to do good in his work. Hence, if there are more negative personality traits manifested by his administrator, the teachers' morale is affected.

Administrator who know each member of the faculty, who solicit opinions, who appear generally concerned about the welfare of the faculty and the quality education in the school usually run schools where morale is high and education flourishes (Mamchack and Mamchak, 1982).

The dependent variables include the perceived administrators' personality traits that influence teachers' morale as to physical, social, emotional and moral and the extent of influence of administrators' personality traits on teachers' morale.

The intervening variables consists of the profile of the respondents which include age, gender, civil status, position classification. length of service and educational attainment.

The school as noted by Calvin (1981) is not an exception for a need of an effective management since it is one of the most important agents of change. It is



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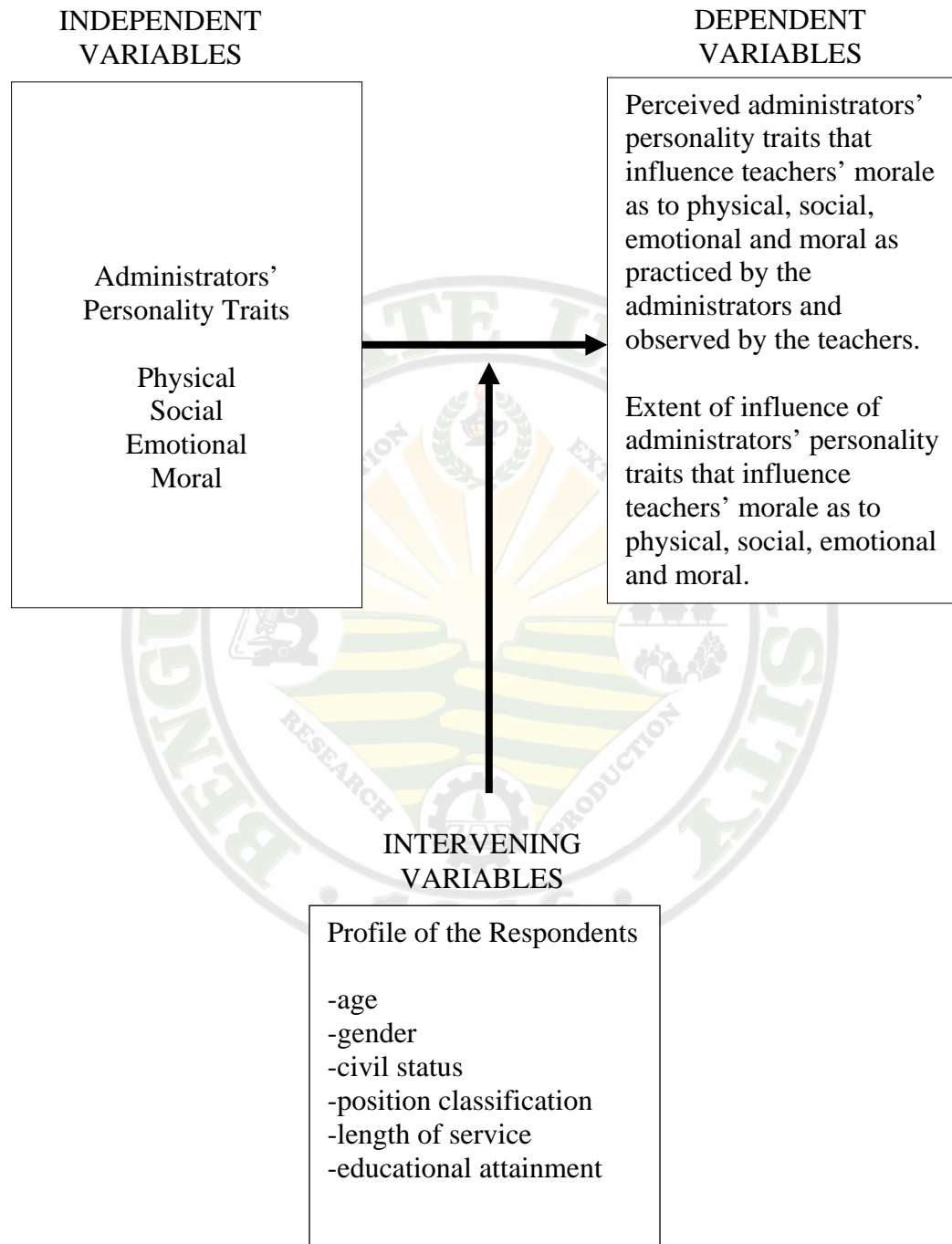


Figure 1. Paradigm showing the interrelationship of the variables of the study.



the principal who acts as the manager who plans, coordinates and evaluates all operations of physical and human resources to improve the quality of instructions to achieve the objectives of the school.

Good supervision according to Naungayan (2006) refers to all efforts of the designated school officials directed toward providing leadership for teachers in the improvement of instruction. The primary aim of an administrator according to Cabaddu (2000) is quality output among his followers. The performance of those below him however, depends on how he handles his human relations with them.

A successful instructional leader according to Bradfield (1964) is one who understands the group over which he exercises leadership and who can develop an atmosphere congenial to group action. Each individual has a place in the group and the abilities, knowledge and experiences of all are encouraged and used. Morale of the staff is likely to be higher and more creative constructive work is possible if leadership techniques provide for democratic atmosphere.

Thus, the administrator according to Aquino (1985) also need to create a permissive atmosphere so as to release the creative energy of the teachers; knowing and understanding the personality of the teachers and providing for the personal security that tends to be challenged by any activity that will change; taking steps to initiate interest and action; being on the look out for criticisms or remarks which indicate dissatisfaction and capitalizing upon these feelings to



initiate curriculum study by being open-minded, sympathetic and being approachable to teachers.

Operational Definition of Terms

The following terms are defined for the purpose of the study:

Administrators refer to Principal I, Principal II and Principal III in public elementary schools in La Trinidad, Benguet who are responsible in the organizational system of the school.

Extent of Influence of Personality Traits on Teachers' Morale refers to influence of administrators' personality traits on teachers' morale as to very much influence, much influence, moderate influence, little influence and no influence.

Leadership refers to the ability of the individual to formulate, direct and guide or manage others.

Morale refers to mental condition with respect to cheerfulness, confidence, zeal and others in the face of opposition or hardship.

Personality refers to the visible aspect of one's character of the administrators in public elementary schools in La Trinidad, Benguet as it impresses others.

Personality Traits refer to observable aspects of the administrators in public elementary schools in La Trinidad, Benguet as to physical, social, emotional and moral. Physical refers to the personal appearance of a person as



being neat. Social refers to behavior of one's person as being friendly toward others. Emotional refers to feelings or intense feelings of love, fear and others often accompanied by complex physiological changes. Moral refers to conduct or behavior from the point of view of right and wrong.

Principal refers to an executive officer in charge of the administration and supervision of public elementary schools in La Trinidad, Benguet.

Profile of the Teachers refers to the respondents as to age, gender, civil status, position classification, highest educational attainment and length of service.

Public Elementary Schools refer to the public schools in La Trinidad, Benguet under the Department of Education consisting of grades one to six.

Trait refers to distinguishing characteristics or quality of one's personal nature.

Hypotheses of the Study

Based on the objectives of the study, the following hypothesis was formulated:

1. There are significant differences on the extent of influence of the different aspects of administrators' personality traits on teachers' morale in public elementary schools in La Trinidad, Benguet considering the following moderator variables:



- a. age
- b. gender
- c. civil status
- d. position classification
- e. highest educational attainment
- f. length of service



METHODOLOGY

Locale of the Study

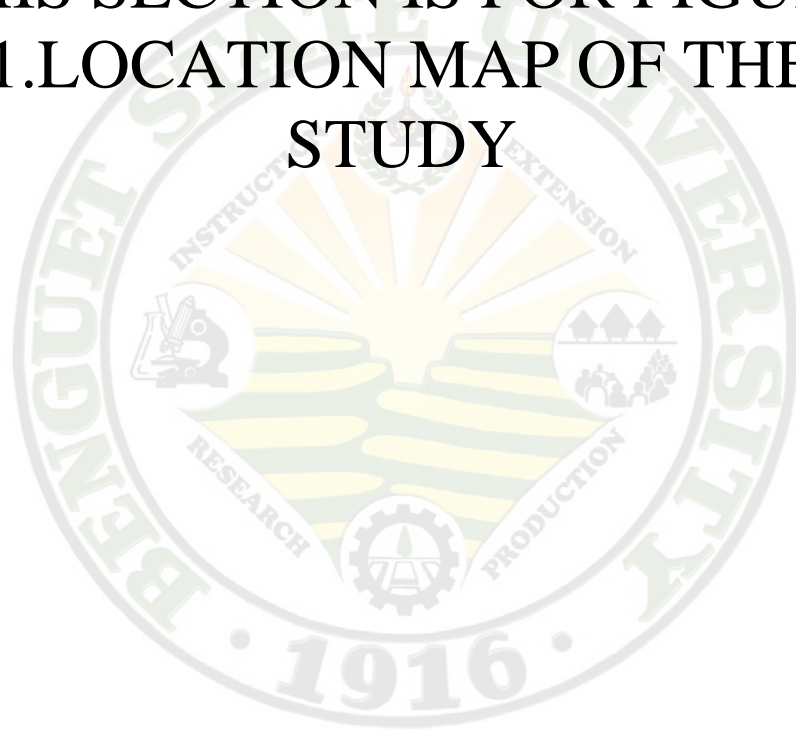
The study was conducted in public elementary schools in La Trinidad, Benguet.

The area was chosen because of the presence of an appointed administrator in each school directly supervising the daily activities of their teachers. Being a recipient of the Third Elementary Education Program (TEEP), is another consideration for choosing the place for the study. It is noteworthy to know the present work performance of teachers in this district towards teaching considering the instructional assistance brought by the said program.

La Trinidad is the capital town of Benguet Province. The place is the premier educational center in Benguet. One of the accredited public elementary schools throughout the country- La Trinidad Central School, is located in the heart of this municipality. The local government unit of La Trinidad through its Municipal School Board, the provincial government of Benguet through the Provincial School Board, non-government organizations, religious sectors and multi-sectoral groups, private entities and other civic organizations here and abroad help each other in one way or another in addressing the needs of every school in this place. Figure 2 shows the location map of La Trinidad, Benguet.



THIS SECTION IS FOR FIGURE
1.LOCATION MAP OF THE
STUDY



Respondents of the Study

The respondents of the study were the teachers and administrators in the different public elementary schools in La Trinidad, Benguet.

There were 173 respondents, composed of teachers and administrators from the 11 public elementary schools in La Trinidad, Benguet. The 11 public elementary schools are those being supervised by an administrator whose position is either Principal I, Principal II, Principal III or a Coordinating Principal. Table 1 shows the distribution of teacher and principal respondents in the municipality.

Table 1. Respondents of the Study

NAME OF SCHOOL	Total Number of Teachers	Number of Administrators	Total
Alapang-Camp Dangwa Elementary School	12	1	13
Alno-Kadoorie Elementary School	8	1	9
Ambiong Elementary School	12	1	13
Balili Elementary School	14	1	15
Benguet-SPED Center	11	1	12
Buyagan Elementary School	17	1	18
La Trinidad Central School	31	1	32
Lubas Elementary School	11	1	12
Puguis Elementary School	23	1	24
Tacdian Elementary School	12	1	13
Tawang Elementary School	11	1	12
TOTAL	162	11	173



Instrumentation

A survey questionnaire was the main tool used in gathering data for the study. The items found in the questionnaire were based from books, journals, unpublished theses read by the researcher. The instrument contained the following items for the respondents to answer, these are: 1) information on their personal profile which include their name, age, gender, civil status, position classification, highest educational attainment and length of service; 2) perceived administrators' personality traits that influence teachers' morale along the following aspects: physical, social, emotional and moral and; 3) the extent of the personality traits of their administrators influence on their morale along physical, social, emotional and moral aspects.

Data Gathering Procedure

A sample survey questionnaire was presented to the adviser and the two members of the advisory committee for their approval. A sample survey questionnaire was pre-tested to the teachers in Benguet State University-Elementary Laboratory School before final copies were given to the respondents. This was done to test the validity and reliability of the instrumentation. No comments were noted during the dry-run.

The researcher asked permission from the Schools Division Superintendent of Benguet, District Coordinating Principal of La Trinidad District



including the Principal of each school to administer questionnaires for the study.

The questionnaires were personally handed to some teachers and principals in La Trinidad District whom the researcher had arranged for their assistance in the distribution in their respective schools. These questionnaires were subsequently retrieved when they were made available.

Statistical Treatment of Data

To make the findings more meaningful the data gathered were summarized, classified and analyzed in relation to the objectives of the study. The data were tabulated and illustrated in statistical tables and were analyzed through the use of frequency, percentage, weighted mean and ranking.

The 0.05 level of significance was used as the criterion point for the rejection or acceptance of the research hypothesis.

To test hypotheses on significant differences for age, gender, civil status, position classification, highest educational attainment and length of service, the Friedman's two-way analysis of variance by ranks was used. The formula is as follows:



RESULTS AND DISCUSSION

This chapter provides the presentation, analysis and interpretation of the data gathered to answer the problems in the study.

Personality Traits of Administrators that Influence Teacher's Morale as Practiced by the Administrators

This section presents the personality traits of administrators along physical, social, emotional and moral aspects that influence teacher's morale as practiced by the administrators in public elementary schools in La Trinidad, Benguet.

Physical Traits. Table 2 presents the physical traits of administrators that influence teacher's morale as practiced by the administrators. As shown in the table, all the specified traits under physical traits in the questionnaire were always practiced by the administrators. This was shown by the average weighted mean of 3.66 which has a descriptive equivalent of "always". The finding implies that the administrators in public elementary schools in La Trinidad, Benguet always practiced ideal physical traits.

The first in rank physical trait always practiced by the administrators is "observes proper grooming and attire at all times" while the last in rank is "speech is free from mannerisms and unpleasant or distracting habits". This means that the administrators in La Trinidad, Benguet are always presentable and careful in what



Table 2. Personality Traits of Administrators that Influence Teacher's Morale as Practiced by the Administrators

A. PHYSICAL TRAITS	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
1. Observes proper grooming and attire at all times.	3.86	Always	1
2. Pleasing personal appearance and pleasing manner.	3.77	Always	3
3. Observes propriety, modesty and good taste in attire.	3.80	Always	2
4. Shows appearance of being self-confident.	3.67	Always	5
5. Impresses one as being refined and cultured.	3.64	Always	7
6. Speech is free from mannerisms and unpleasant or distracting habits.	3.28	Always	9
7. Has a pleasant voice.	3.70	Always	4
8. Well poised.	3.55	Always	8
9. Shows evidence and maintain a high level of physical health.	3.65	Always	6
Average Weighted Mean	3.66	Always	
B. SOCIAL TRAITS			
1. Maintains an atmosphere of mutual respect and courtesy.	3.96	Always	1
2. Encourages new ideas and initiative among constituents and staff.	3.65	Always	8
3. Associates with staff or community.	3.76	Always	6
4. Is reasonable and understanding.	3.76	Always	6
5. Presents explanations and directions clearly and simply.	3.76	Always	6
6. Shares planning and decision making with the group.	3.56	Always	11
7. Cooperative and has democratic attitude.	3.88	Always	2
8. Approachable and friendly.	3.81	Always	3
9. Is able to maintain order in the school.	3.78	Always	4
10. Is polite and respectful when talking.	3.59	Always	9.5
11. Is enthusiastic and shows wide range of interest when communicating with others	3.59	Always	9.5
Average Weighted Mean	3.74	Always	



Table 2 (continued)

C. EMOTIONAL TRAITS	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
1. Is open to suggestions and criticisms.	3.88	Always	1
2. Shows ability to adjust to new and difficult situations.	3.80	Always	2
3. Shows reasonable action on teacher's demand.	3.57	Always	7
4. Is interested in work and in profession.	3.78	Always	3
5. Possesses temper with humane and understanding when imposing discipline.	3.60	Always	5
6. Informs or gives advice as to what to do to improve work.	3.68	Always	4
7. Has self-control over moods.	3.30	Always	12
8. Has sense of humor.	3.32	Always	11
9. Is cheerful.	3.47	Always	8.5
10. Shows initiative and resourcefulness.	3.58	Always	6
11. Is creative in doing things.	3.47	Always	8.5
12. Possesses sense of personal worth and self-respect.	3.42	Always	10
Average Weighted Mean	3.57	Always	
D. MORAL TRAITS			
1. Accept one's mistake or error committed.	3.88	Always	2.5
2. Asks an apology for any wrong done.	3.68	Always	13
3. Shows fairness and impartiality in dealings with teachers.	3.79	Always	6
4. Is sympathetic with the differing abilities and needs of teachers.	3.70	Always	10
5. Shows kindness and considerate to teachers.	3.75	Always	8
6. Is free from issues concerning money.	3.88	Always	2.5
7. Demonstrates a high sense of responsibility and civic conscience.	3.78	Always	7
8. Is trustworthy and truthful.	3.85	Always	5
9. Shows loyalty to the school system and to the community.	3.88	Always	2.5
10. Maintains a high standard of sound character.	3.59	Always	15
11. Acts as a model of high moral and ethical standards.	3.70	Always	10
12. Sets an example of clean, simple and honest living.	3.70	Always	10
13. Uses leisure time profitably in worthwhile activity	3.57	Always	17
14. Is helpful	3.88	Always	2.5
15. Is patient	3.69	Always	12
16. Fulfills promises made.	3.59	Always	15
17. Is righteous in undertakings.	3.59	Always	15
Average Weighted Mean	3.73	Always	



they say and how they act in front of others. The findings of the study further imply that administrators in La Trinidad, Benguet give importance to their grooming and attire as the most influential factor to teacher's morale.

The findings are similar to the study made by Gutierrez (2006) who found out that teachers want to be proud of their school leader. They want him to dress neatly, be dignified but not pompous; and appear friendly, not forbidding.

Other physical traits always practiced by the administrators as gleaned from the table based on order of their weighted means were: "observes propriety, modesty and good taste in attire", "pleasing personal appearance and pleasing manner", "has a pleasant voice", "shows appearance of being self-confident", "impresses one as being refined and cultured", "shows evidence and maintains a high level of physical health" and "well-poised".

Physical characteristics according to Ngipol (2006) include personal appearance, poise, health and habits of neatness and cleanliness; one who possesses good habits of neatness and cleanliness can be a model for others to emulate. Furthermore, a leader who has a good poise can develop the same characteristics in teachers.

A physically fit person as emphasized by Benedicto (1998) can cope with the vast amount of pressure. He is adaptable, positive and generally hopeful. Poor health, on the other hand, magnifies the small irritations of life and prolongs a cycle of illness.



The results of the study further implies that administrators in public elementary schools in La Trinidad, Benguet give high regards to their physical qualities necessary to lead. Arellano (2006) pointed out that the administrator's success in school management is determined not only by his skills and techniques, but also his personal qualities that affect the morale of the teachers.

Social Traits. Table 2 shows the social traits of administrators that influence teachers' morale as practiced by the administrators. As revealed in the table, all the specified traits under social traits were always practiced by the administrators. This is proven by the average weighted mean of 3.77, which has a descriptive equivalent of "always". This implies that the administrators in public elementary schools in La Trinidad, Benguet always practiced desirable social traits.

The leading social trait always practiced by the administrators is "maintains an atmosphere of mutual respect and courtesy" with a weighted mean of 3.88 and has a descriptive equivalent "always". This means that administrators realize the importance of setting up and maintenance of pleasant surroundings and environment in the school where respect is practiced at all times.

As prescribed by standards of conduct, school officials and teachers shall observe discipline and respect for duly constituted authority at all times. The presence or absence of respect according to Honrejas (2006) has a dramatic effect on the workplace. The feeling that the staff is respected do much to assure high



morale (Williams, 1964).

The second in rank social traits always practiced by the administrators is “cooperative and has democratic attitude” with a mean of 3.88 while the third in rank social trait is “approachable and friendly”, having a mean of 3.81 and a descriptive equivalent of “always”.

These social traits which were ranked second and third are actually related to each other. When an administrator is cooperative and has a democratic attitude, chances are he is also approachable and friendly.

Jones (1934) believed that cooperativeness necessitates smooth dealings with other people. The principal as stated by Burrup (1962) can develop high morale among his staff members by his personal relationships and general spirit of cooperation. He should recognize the contributions to the over-all school program of each individual. In other words, leadership is guided by the spirit of cooperation rather than competition.

Bradfield (1964) added that instructional leadership today is deeply concerned with human relationships. There is a growing desire and expectation among teachers for supervisory assistance that is truly democratic and provides for cooperative action rather than for a superior-subordinate relationship.

It cannot be denied that leadership especially democratic leadership, is essential to successful administration and efficient supervision (Agravio, 2006).



The last in rank social traits always practiced by the administrators is item number 6, which reads as “shares planning and decision making with the group”, with a mean of 3.56 and has a descriptive equivalent of “always”. This finding implies that administrators in public elementary schools in La Trinidad, always presents their plans to their teachers to encourage their involvement in the school programs and activities.

Casareno (1996) said that the most effective principal has been proven to be the leader who knows how to work with the group. He should radiate a spirit of encouragement so as to build leadership and responsibility among his staff, so that in his absence, they could be expected not only to do their jobs but even do them better, taking advantage of the situation as an opportunity to show their worth and competence.

As pointed out by Bradfield (1964) establishing a climate manifested by a cooperative working relationship in which teachers can experience personal growth is a primary task of the instructional leader.

Since leadership according to Agravio (2006) is the process of encouraging and helping others to work enthusiastically toward objectives, it is the human factor that helps a group identify where it is going and motivates them toward its goal. He added that an administrator’s role is to use organizational behavior to improve people, organize relationships and provide conditions favorable to good teaching and effective learning.



Naungayan (2006) added that some administrators deal with people under him as part of his responsibility. He must be able to inspire the respect of his people and thereby stimulate them to a high level of performance.

Emotional Traits The emotional traits of administrators that influence teacher's morale as practiced by the administrators may be gleaned from Table 2. Like the physical and social traits, the results revealed that all the specified emotional traits were always practiced by the administrators. As evidenced by the average weighted mean of 3.57 with a descriptive equivalent of "always". This means that the administrators in public elementary schools in La Trinidad, Benguet always practiced ideal emotional traits.

Based on the table, the first in rank emotional trait always practiced by the administrators is "open to suggestions and criticisms", with a mean of 3.88 and descriptive equivalent of always. This implies that administrators in La Trinidad, Benguet always recognize teacher's opinion, ideas and are always open for criticisms. Conversely, a principal is a human being who could commit mistakes too. However, a true professional should always be ready to admit his mistake and accept suggestions from his subordinates to change for the better, to improve and grow rather than stagnate.

Hoggang (2006) suggested that the administrator must listen to subordinates whenever a problem arises. Naungayan (2006) added that a good supervisor encourages new ideas and initiative among his constituents and staffs



to regulate channels for receiving and utilizing suggestions.

Being a principal puts one in a visible and vulnerable position. Whether one likes it or not, people, especially the parents, will say things about teachers and the school head. Criticisms should not be ignored, rather they should be taken into consideration and make them an opportunity to do better (Pelismino, 2000).

Item number 2, which reads as “shows ability to adjust to new and difficult situations” ranks second with a mean of 3.80 and has a descriptive equivalent of “always”. An emotionally healthy administrator always thinks positively. He must be able to maintain composure even when under pressure. Thus, the principal according to Casareno (1996) has to be prepared to cope with the increasing demands of his target group, of external pressure and of what are possible, what will work and what will be the consequences. If a situation is well studied and understood, the proper decision can be determined.

Bona (2006) pointed out that experienced administrators have developed skills in handling the problems they face. The possession of the trait on the ability to adjust to new and difficult situations saves administrators a lot of headaches, time, trouble and embarrassment.

The school administrator must prove that he is competent that he has leadership potential like intellectual and emotional maturity. He must possess an analytical mind, common sense, self-confidence, self-respect and above all, he is concerned with people and is God-fearing (Ambrocio, 2000).



The last in rank emotional traits always practiced by the administrators is “has self-control over moods” with a mean of 3.30 and has a descriptive equivalent “always”. Since leadership entails various responsibilities, a leader should always possess self control as to provide directions for the teachers in their day to day activities. Administrator’s attitude may affect teacher’s morale favorably or adversely, administrators should always instill in their mind the proper moods they must practice in the school. Naungayan (2006) pointed out that one of the responsibilities and skills of administrators in management is the development of the ability to place human relations in its proper perspective. Bona (2006) added that an administrator must be consistent in dealing with their teachers. Each teacher has different characteristics, that is why principals must know how to deal with their teachers. In determining how to treat their subordinates and what behaviors to engage in, effective leaders take into account their characteristics and the type of work they do.

Moral Traits. Table 2 reveals the moral traits of administrators that influence teacher’s morale as practiced by the administrators. As gleaned from the table, all the indicated moral traits are always practiced by the administrators with an average weighted mean 3.70. This implies that the administrators in public elementary schools in La Trinidad, Benguet always practiced all the specified moral traits at all times.

As shown in the table, the four moral traits that are always practiced by



the administrators that rank first which has equal weighted mean of 3.88 and a descriptive equivalent of always were: “accept one’s mistakes or errors committed”, “is free from issues concerning money”, “shows loyalty to the school system and to the community” and “is helpful”. This means that administrators in La Trinidad, Benguet are always ready to acknowledge their mistakes or errors done to gain respect from their teachers. The finding further implies that administrators gain loyalty in the school or in the community through freeing themselves from being involved in any financial conflicts. Instead they practiced the value of being helpful.

An administrator should learn to say, “I’m Sorry”, if he knows he has done something wrong. It is not humiliating to commit error as a human being. If he asks for an apology for any wrong done then such humbleness shows and warrants respect especially on the part of the teachers (Hoggang, 2006).

As stipulated in the code of conduct for school officers, teachers and other employees call for the highest standards of integrity and morality. Therefore, all schools officials and teachers, must conduct themselves accordingly and behave impeccably at all times-during and after office hours.

Castro (2000) contends that the best reputation a leader can possess is related to displaying ethical conduct in all things. Those who are known for demonstrating such behavior are trusted and respected.

Adriatico (2000) pointed out that school administrators can help teachers



by making themselves always visible and available. They should be ready to extend a helping hand to whoever and whenever needed. They should assist their teachers and keep on monitoring their progress. A helpful principal is always loved by their teachers.

Another reason why school administrators fail is because of their false interpretation of loyalty. They tend to be loyal to persons not ideas. A person who is loyal to another, not to ideas, tend to idolize the person. He remains subservient to that person whether the latter is right or wrong (Ambrocio, 2000).

The fifth and sixth in rank moral traits always practiced by the administrators with a means of 3.85 and 3.79 were: “is trustworthy and truthful” and “shows fairness and impartiality in dealings with teachers”. These two moral traits are actually related to each other. A trusted and truthful administrator usually demonstrates fairness and impartiality in his actions. Supervisors who want their subordinates to trust them must be seen by the workers as being trustworthy.

The good acts of supervisors and administrators afford excellent examples of what can be done to sustain morale of individual teachers or to maintain esprit de corps among the faculty. If there is evident practice of corruption, unfairness and favoritism on the part of the superior, naturally esprit de corps is very low (Ruiz, 1972).

The educational leader realizes the moral complexion of his points.



Leadership is the art of influencing the behavior of others, the direction of that influence may be good or bad. Leaders are in a better position to set themselves as examples and wield the necessary influence so indispensable in the performance of their function (Ruiz, 1972). In this regard, the code of ethics says,

all school officials and teachers should avoid any conduct which may discredit the teaching profession. Mobility of character should be the guiding spirit of their behavior.

The last in rank moral traits always practiced by the administrators is “uses leisure time profitably in worthwhile activity” with a mean of 3.57 and has a descriptive equivalent of “always”. This means that administrators in La Trinidad, Benguet always make use of their time wisely and profitably. This finding was supported by Castro (2000) who said that time is the greatest investment the manager has. Human power and effectiveness grow out of the effective use and treatment of time. Thus, a leader who uses his time wisely can be productive and be able to provide quality output. He must then identify which activities have the greatest relevance and the greatest potential impact for improvement of productivity.

As revealed in table 2, the social traits got the highest weighted mean of 3.74 among the four aspects of administrators’ personality traits compared with the moral, physical and emotional traits. This implies that administrators in public elementary schools in La Trinidad, Benguet practically consider the important aspect of getting along with people. Furthermore if one understands and works



harmoniously with peers, superiors, and co-workers, unity prevails and consequently, the whole educational program becomes successful.

The table further reveals that social and moral traits of administrators have similar average weighted means. This implies that administrators in public elementary schools in La Trinidad, Benguet are aware of the importance of practicing high ethical professional relationships with their teachers. Besides, an administrator who is morally upright in his actions can work effectively not only with his teachers but to other members of the community. On the contrary, an administrator who does not practice moral and ethical behaviors finds difficulty in working with others.

Personality Traits of Administrators
that Influence Teacher's Morale
as Observed by the Teachers

This section presents the personality traits of administrators along physical, social, emotional and moral aspects that influence teacher's morale as observed by the teachers in public elementary schools in La Trinidad, Benguet.

Physical Traits. Table 3 shows the physical traits of administrators that influence teachers' morale as observed by the teachers. As revealed in the results of the study, all the indicated physical traits in the questionnaire were found to influenced teachers' morale. This was shown by the average weighted mean of 4.49, which has a descriptive equivalent of "very much influence". This finding



Table 3. Personality Traits of Administrators that Influence Teacher's Morale as Observed by the Teachers

A. PHYSICAL TRAITS	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
1. Observes proper grooming and attire at all times.	4.60	VMI	1
2. Pleasing personal appearance and pleasing manner.	4.59	VMI	2
3. Observes propriety, modesty and good taste in attire.	4.51	VMI	4.5
4. Shows appearance of being self-confident.	4.54	VMI	3
5. Impresses one as being refined and cultured.	4.51	VMI	4.5
6. Speech is free from mannerisms and unpleasant or distracting habits.	4.44	VMI	6.5
7. Has a pleasant voice.	4.43	VMI	8
8. Well poised.	4.44	VMI	6.5
9. Shows evidence and maintain a high level of physical health.	4.44	VMI	9
Average Weighted Mean	4.49	VMI	
B. SOCIAL TRAITS			
1. Maintains an atmosphere of mutual respect and courtesy.	4.67	VMI	1
2. Encourages new ideas and initiative among his/her constituents and staff.	4.48	VMI	6
3. Associates with staff or community.	4.47	VMI	7.5
4. Is reasonable and understanding.	4.47	VMI	7.5
5. Presents explanations and directions clearly and simply.	4.44	VMI	11
6. Shares planning and decision making with the group.	4.46	VMI	9.5
7. Cooperative and has democratic attitude.	4.46	VMI	9.5
8. Approachable and friendly.	4.64	VMI	2
9. Is able to maintain order in the school.	4.57	VMI	3
10. Is polite and respectful when talking.	4.52	VMI	4.5
11. Is enthusiastic and shows wide range of interest when communicating with others	4.52	VMI	4.5
Average Weighted Mean	4.52	VMI	



Table 3 (continued) ...

C. EMOTIONAL TRAITS	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT	RANK
1. Is open to suggestions and criticisms.	4.56	VMI	1
2. Shows ability to adjust to new and difficult situations.	4.41	VMI	12
3. Shows reasonable action on teacher's demand.	4.42	VMI	11
4. Is interested in his/her work and in his/her profession.	4.53	VMI	2
5. Possesses temper with humane and understanding when imposing discipline.	4.52	VMI	3
6. Informs or gives advice as to what to do to improve work.	4.48	VMI	4.5
7. Has self-control over moods.	4.45	VMI	8
8. Has sense of humor.	4.43	VMI	10
9. Is cheerful.	4.48	VMI	4.5
10. Shows initiative and resourcefulness.	4.45	VMI	8
11. Is creative in doing things.	4.45	VMI	8
12. Possesses sense of personal worth and self-respect.	4.47	VMI	6
Average Weighted Mean	4.47	VMI	
D. MORAL TRAITS			
1. Accept one's mistake or error committed.	4.46	VMI	14.5
2. Asks an apology for any wrong done.	4.44	VMI	16
3. Shows fairness and impartiality in dealings with teachers.	4.41	VMI	17
4. Is sympathetic with the differing abilities and needs of his/her teachers.	4.47	VMI	13
5. Shows kindness and considerate to his/her teachers.	4.54	VMI	2.5
6. Is free from issues concerning money.	4.51	VMI	7
7. Demonstrates a high sense of responsibility and civic conscience.	4.48	VMI	11
8. Is trustworthy and truthful.	4.52	VMI	5
9. Shows loyalty to the school system and to the community.	4.53	VMI	4
10. Maintains a high standard of sound character.	4.48	VMI	11
11. Acts as a model of high moral and ethical standards.	4.51	VMI	7
12. Sets an example of clean, simple and honest living.	4.51	VMI	7
13. Uses leisure time profitably in worthwhile activity	4.48	VMI	11
14. Is helpful	4.56	VMI	1
15. Is patient	4.54	VMI	2.5
16. Fulfills promises made.	4.46	VMI	14.5
17. Is righteous in his/her undertakings.	4.50	VMI	9
Average Weighted Mean	4.51	VMI	



implies that the teachers' morale in public elementary schools in La Trinidad, Benguet were generally very much influenced by the physical traits of the administrators.

The leading physical traits that was found to have very much influence on teachers' morale is "observes proper grooming and attire at all times" with a weighted mean of 4.60 while the last in rank is "shows evidence and maintains a high level of physical health habits" with a mean of 4.44. This means that teacher's morale in public elementary schools in La Trinidad, Benguet is very much influenced by the physical appearance which includes grooming and attire.

Well groomed and properly attired administrators can influence teachers to do the same thing. Gutierrez (2006) pointed out that teachers want to be proud of their school leader. They want him to dress neatly, be dignified but not pompous and appear friendly, not forbidding.

On the other hand, an educational administrator as emphasized by Maquiso (1984) must be able to express his thoughts clearly and in a logical manner. He should not only pronounce each word clearly, use the right tense but he should also stress those words which are important to his deliberation. Articulateness in language is not rhetorics where sentences or lines of complete thoughts are clothed in flowery and bombastic language. Articulateness in language means the ability to express one's thoughts clearly and to the point.

The above findings further imply that teachers in public elementary



schools in La Trinidad, Benguet were very much influenced on the mode of dressing, manner of walking, posture, body build, health complexion and facial expression of their administrators. Thus, physical traits of administrators influence teacher's morale in one way or the other.

The results of the study is supported by the study of Waytan (1994) who found out that the morale of secondary teachers in Baguio City are influenced by the physical health and good physical habits as well as grooming of their administrators. She added that the impressions on a person, one gets as he looks at the person, command respect and authority.

Since there is close relationship between professional success and good physical health, the school administrator and supervisor owes it to himself, to the profession, and to society in general to look after his physical well-being. Since principalship is a strenuous job, it imposes a variety of demands and pressures. If efficient job performance is to be obtained, the school administrator must possess sound mental and physical stamina (Naval and Aquino, 1967).

Social Traits. The social traits of the administrators that influence teacher's morale as observed by the teachers can be gleaned in Table 3. Like the physical traits, all the indicated social traits in the questionnaire influenced teacher's morale. This was evidenced by its obtained average weighted of mean 4.52 and is interpreted as "very much influence". This means that the teachers' morale in public elementary schools in La Trinidad, Benguet were generally very



much influenced by the social traits of administrators.

As gleaned from the table, the three leading social traits that have very much influence on teachers' morale as indicated by their means were: "maintains an atmosphere of mutual respect and courtesy", "approachable and friendly" and "is able to maintain order in the school". These three traits are related to each other. An administrator who demonstrates behavior such as respect and courtesy at all times can gain trust from the teachers. An orderly school is characterized by a friendly, approachable and respectful administration and staff.

People who work in harmony achieve more satisfying results. To achieve such, the administrator should establish good rapport by being friendly approachable and respectful to his teachers.

The above finding means that teachers' morale in public elementary schools in La Trinidad, Benguet are very much influenced by the social sphere of personality of their administrators. This further implies that a friendly cooperative atmosphere among teachers and school personnel favorably affects their work. It is necessary then that both principal and teachers do their share in making relations among personnel congenial.

A leader as supported by Domingo (1997) must serve the common good of all. He must interact with everybody and serve everybody. He must be able to relate to his subordinates well using the personal touch, Bona (2006) added.

To function effectively according to Stogdill (1960) as cited by Ovard



(1966) in all the duties and responsibilities placed upon a principal, he must interact with many individuals and groups of people to work effectively with everyone, The principal must be friendly, cheerful and sociable in his approach to people. Burrup (1962) further stressed that the principal can develop high morale among his staff members by his personal relationships and general spirit of cooperation. He should recognize the contributions. According to Flippo (1980) as cited by Sison (1991) good morale is evidenced by employee enthusiasm, voluntary conformance with regulations and orders, and a willingness to cooperate with others in the accomplishment of the organization's objectives. Conversely, poor morale is evidenced by surliness, cases of insubordination, discouragement, and dislike of job, company and associates.

Emotional Traits. Table 3 presents the emotional traits of administrators that influence teachers' morale as observed by the teachers. As could be gleaned from the table, all the traits specified under emotional traits in the questionnaire influenced teachers' morale. This finding is proven by the average weighted mean of 4.47 with a descriptive equivalent of "very much influence". The results imply that teachers' morale is generally influenced by the emotional traits of the administrators.

The leading emotional trait that have very much influence on teachers' morale with a mean of 4.56 is "is open to suggestions and criticisms". Teachers



always want their administrators to listen to their suggestions and criticisms as to improve work.

Morale of the staff according to Bradfield (1964) is likely to be higher, and more creative and constructive work is possible if leadership techniques provide for democratic atmospheres. Group goodwill is developed because ideas are shared, point of view expressed and respect is shown for the right of others to express their point of view.

According to Gregg (1957) as cited by Burrup (1962), the morale of school administrators tends to be high in school systems where there is free exchange of information. It is logical to believe that when staff members have the freedom to raise questions and to contribute ideas, their morale will be high.

Good communication is basic to good relationships between management as pointed out by Sison (1991). Pelismino (2000) added that the teachers are the best resources of the school. The teachers are utilized according to their abilities, talent, interest and energy levels. Tasks can be delegated to them. In this way, their morale can be boosted and they feel important in the school system.

Maquiso (1984) said that one of the desirable qualities of the educational administration is intellectual integrity. He should acknowledge the contributions of others to an endeavor which may generally be attributed to him by virtue of his position but which in fact and in deed had been actually conceptualized by those around him.



“Is interested in his/her work and his/her profession” and “ possesses temper with humane understanding when imposing discipline” rank second and third. These two traits are very close to one another as shown by their means. Teacher’s morale are generally influenced on how their administrators work in the school. Administrator’s interest on the work and in the profession is manifested by his effective management. Naval and Aquino (1967) added that the principal needs an unfaltering commitment to the task, which means that he must have a dedication to duty and to the maximum utilization of his talents in providing an effective type of leadership. Maquizo (1984) added that if the educational leader is not proud of what he is doing then there is no reason why he should be in that profession in the first place. Pride means “ a sense of one’s dignity and worth.” If he manifests such as a feeling, then there is no reason why those working with him and for him would not feel the same. Akin to this quality is fun on the job. Individuals who are proud of their work have fun while doing their work.

Meanwhile, one essential strength to good leadership according to Ambrocio (2000) is that administrators regard on the feelings of teachers and others. The administrator who scolds teachers in public do not only display their contempt and incompassion for teachers but they also forget their professional ethics.

Ambrocio (2000) stated that the school administrator must prove that he is competent and he has leadership potential like intellectual and emotional



maturity. An administrator should be able to make right decisions since quality work requires reasonable decisions. Furthermore, an administrator who is cheerful to his/her teachers will make them comfortable while choosing a solution plan for problems. The challenge for principals' educational leadership as pointed out by Tambago (2000) is to ensure serious and continuous efforts in revitalizing the educational community of inquiry and sharing insights globally. To do so, principals need to develop confidence in themselves and to know that they do have important, significant and meaningful contributions to make at the global level on their own terms and their own grounds.

Guzman (1998) opined that an administrator is a human transformer. He/she evolves through a careful study and interpretation of the widely divergent situation in an effective way of redirecting them to their proper channel.

For Hunt and Pierce (1958) as cited by Waytan (1994) administrators should possess desirable temperament. They should play evenness of temperament, striving to be phlegmatic rather than choleric and to develop the emotional control necessary to one who press unwilling subjects. He should be enthusiastic and optimistic in order to develop esprit de corps in his co-workers, since they would be inclined to shrink from one frequently addicted to pessimistic views.

Moral Traits. The moral traits of administrators that influence teachers' morale as observed by the teachers is revealed in Table 3. As shown in the table,



all the indicated traits under moral traits influenced teachers' morale. This was proven by the average weighted mean of 4.51, which has a descriptive equivalent of "very much influence". This finding implies that the moral traits of administrators very much influence teachers' morale in public elementary schools in La Trinidad, Benguet.

The first in rank moral trait that very much influence teachers' morale with a weighted mean of 4.56 is "is helpful". This means that teachers expect their administrator to be always helpful to them in the teaching profession. Teachers who are motivated to work depends to a great measure upon a helpful administrator. It cannot be denied that a helpful administration brings favorable effect on teachers' morale. High morale teachers and a helpful principal leads to the improvement of instruction.

From Agravio's (2006) statement on the purpose of modern supervision is to supply the leadership which helps the staff improve the instructional situation. Instead of showing or telling the teachers how to do the jobs better, the supervisor or principal works with them in the study and analysis of the total learning situation in order to improve it. In other words, the purpose of supervision is to help improve instruction of teachers.

Meanwhile, the last in rank moral trait that very much influence teachers' morale is "shows fairness and impartiality in dealings with teachers" with a mean of 4.41. This means that a school administrator who is fair and impartial casts a



good influence on his teachers. This aspect is very vital in the workplace. His fairness and impartial leadership could boost teachers' morale.

The best and most lasting leadership as pointed out by Jones (1964) is that characterized by justice and fair dealings. Leadership necessitates independence in judgment. It requires self-reliance, initiative, courage, aggressiveness and society is organized upon integrity. Modern business could not exist without honest dealings. Adriatico (2000) added that to be fair to everyone, the school head should not play favorites. He should inspire everybody to grow personally and professionally. He needs to help them explore opportunities. He needs to develop in them the trust in themselves and in others.

These results of the study imply that teachers' morale is influenced by the moral personality of administrators, the way he thinks, behaves and acts.

In making a school administrator's life successful and enjoyable, Adriatico (2000) mentioned that a school manager should be concerned with their teacher's welfare. He should know his teachers well including their plight, cares of the world, what makes them satisfied or disgruntled and what makes them happy or sad. The school manager takes time out to talk to them, not only in their capacity as their boss, but also as a colleague and a friend. He also needs to take time out to laugh with them once in a while, to be with them even just in simple gatherings or outings, whereby he can delve deeper into their personal lives, their concerns in life and their interests. It pays to learn all of these, in order to understand them



better and be able to guide and direct them well.

Table 3 further revealed that among the four aspects of the administrators' personality traits, the emotional traits got the lowest average weighted mean which is 4.47. This finding implies that teachers' morale are not only influenced by the emotional traits of their administrators but more importantly on the moral, social and physical traits of their administrators.

Lipham and Hoeh (1974) as cited by Inumerable (2000) stressed out that the school should not be only a functional servant of the educational program but also a friendly, attractive and stimulating place.

As shown in the table, social and moral traits of administrators that influence teachers' morale are very close to each other as evidenced by their obtained average weighted mean. This implies that teachers' morale in public elementary schools in La Trinidad, Benguet are very much influence by the attitude and behaviors practiced by their administrators. An administrator who is righteous in his undertakings can expect his teachers to do the same.

Ruiz (1972) stated that the educational leader will enhance his prestige and maintain the respect of his subordinates if he practices high ethical standards. Leadership behavior is a moral behavior and the educational leader is a moral agent.



Extent of Influence of the Different Aspects of
Administrators' Personality Traits on
Teachers' Morale When Compared
According to Teacher's Profile

This section presents the extent of influence of administrators' personality traits along physical, social, emotional and moral aspects on teachers' morale in public elementary schools in La Trinidad, Benguet when compared according to teacher's profile as to age, gender, civil status, position classification, highest educational attainment and length of service.

Age. Table 4 shows the extent of influence of the administrators' physical traits on teachers' morale as to age. The X^2_r value obtained which is 51.03 is significant at .05 level of significance because this value is greater than the tabular value of 15.51. This implies that teachers in public elementary schools in La Trinidad, Benguet whose ages range from 20-25 years, 26-30 years, 31-35 years, 36-40 years, 41-45 years, 46-50 years, 51-55 years, 56-60 years and 61 and above years differ on their perceptions on the extent of influence of administrators' physical traits on their morale. Hence, the hypothesis which states that there is a significant difference on the extent of influence of the administrators' physical traits on teachers' morale as to age is accepted.

The above finding implies that the physical traits of administrators' extent of influence on teachers' morale as to age in public elementary schools in La Trinidad, Benguet differ.



Table 4. Extent of Influence of the Different Aspects of Administrators' Personality Traits on Teachers' Morale when Compared According to Teacher's Profile

TRAITS	Age	Gender	Civil Status	Position Classification	Highest Educational Attainment	Length of Service
1. Physical Trait	51.03 ^s	4.58 ^s	0.28 ^{ns}	28.52 ^s	4.13 ^{ns}	41.32 ^s
2. Social Trait	40.25 ^s	0.92 ^{ns}	9.05 ^s	3.85 ^{ns}	22.29 ^s	30.09 ^s
3. Emotional Trait	30.03 ^s	5.56 ^s	7.27 ^s	24.29 ^s	16.08 ^s	46.47 ^s
4. Moral Trait	52.76 ^s	1.40 ^{ns}	26.21 ^s	17.90 ^s	15.01 ^s	70.75 ^s

Legend: s- significant ns - not significant



The results of the study revealed that teachers whose ages range from 20 to 25 years were found to be more influenced by the physical traits of their administrators. The finding can be attributed to the fact that those who entered the service at an early age are those whose ages range from 20 to 25 years. Generally, teachers who are new in the service follow the personal qualities being practiced by their principal and co-teachers to be accepted in the group. On the contrary, teachers who belong to age bracket 40 and above years old have already adjusted themselves and have coping mechanisms in dealing with their administrators' physical traits.

The X^2_r value obtained which is 40.25 is significant because this value is greater than the tabular value of 15.51 at .05 level of significance. This means that teachers in La Trinidad, Benguet differ significantly on their perceptions on the extent of influence of administrators' social traits on teachers' morale as to age. Therefore the hypothesis which states that there is a significant difference on the extent of influence of the administrators' social traits on teachers' morale as to age is accepted.

The result of the study implies that the social traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of age.

Further, the result of the study indicates that teachers whose ages range from 51 to 55 years proved to be less influenced by the social traits of their



administrators. This can be attributed to the fact that old teachers have developed understanding and awareness on ways and means to cope with the different social traits practiced by their administrators. Besides, old teachers were already supervised by different principals in the school. Administrators on the other hand, give high regard to older teachers especially in planning and decision making in the school than the young teachers.

Like the physical traits, the value of X^2_r which is 30.03 is greater than the tabular value of 15.51 at .05 level of significance. This signifies that emotional traits of administrators significantly differ on the extent of influence on teachers' morale according to age. Thus, the hypothesis that there is a significant difference on the extent of influence of administrators' emotional traits on teachers' morale as to age is accepted.

The above finding implies that the emotional traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of age.

The result of the study also revealed that teachers whose ages range from 61 and above years proved to be less influenced by the emotional traits of their administrators. This can be attributed to the fact that old teachers in public elementary schools have more experience in terms of dealing with the emotional traits shown by their administrators. It may be inferred that the older the teachers are, the lesser the influence of administrators' emotional traits.



For moral traits, the result revealed that the X^2_r value which is 52.76 is significant at .05 level of significance because this value is greater than the tabular value of 15.51. This means that the extent of influence of administrators' moral traits on teachers' morale in public elementary schools in La Trinidad, Benguet when compared according to age differ. Hence, the hypothesis that there is a significant difference on the extent of influence of the administrators' moral traits on teachers' morale as to age is accepted.

The above finding implies that the moral traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly as to age.

The result likewise indicates that teachers whose ages range from 61 and above years were found to be less influenced by the moral traits of their administrators. This could be attributed to the level of participation and communication between teachers and administrators. An example of this is that old and experienced teachers are usually tapped by their administrators in planning and decision making in the school. Thus, old and experienced teachers have more chances in establishing rapport to their administrator than teachers in the younger group.

Gender. The X^2_r value obtained which is 4.58 is significant at .05 level of significance because this value is greater than the tabular value of 3.84. This implies that the male and female teachers in public elementary schools in La



Trinidad, Benguet differ on their perceptions on the extent of influence of administrators' physical traits on their morale. Hence, the hypothesis which states that there is a significant difference on the extent of influence of administrators' physical traits on teachers' morale as to gender is accepted.

The above finding implies that the physical traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly between male and female teachers.

The results also reveal that female teachers proved to be less influenced by the physical traits of their administrators than male teachers. This may be attributed to the differences of perceptions between male and female teachers on how their administrators should project themselves in the school.

The X_r^2 value obtained which is 0.92 is not significant at .05 level of significance because this value is lower than the tabular value of 3.84. This means that the male and female teachers in La Trinidad, Benguet do not differ significantly on their perceptions on the extent of influence of administrators' social traits on teachers' morale. Therefore the hypothesis which states that there is a significant difference on the extent of influence of the administrators' social traits on teachers' morale as to gender is rejected.

The result of the study implies that the social traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet do not differ significantly between male and female teachers.



The similarity may be attributed to the likeness of perceived harmonious relationship between male and female teachers with regards to the social traits manifested by their administrators. It may be inferred that socialization of administrators in public elementary schools in La Trinidad, Benguet is the same between his male and female teachers. This finding is supported by Waytan (1994) who found out that the social traits of administrators had much influence on the enthusiasm in teaching, loyalty to school, interest, cooperation, commitment to work and cheerfulness on both male and female teachers.

Like the physical traits, the value of X^2_r which is 5.56 is greater than the tabular value of 3.84 at .05 level of significance. This signifies that emotional traits of administrators significantly differ on the extent of influence on teacher's morale between male and female teachers. Thus, the hypothesis that there is a significant difference on the extent of influence of administrators' emotional traits on teachers' morale is accepted.

The above finding implies that the emotional traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ as to gender.

As found out in the study, male teachers are more influenced by the emotional traits of their administrators. Male teachers are encouraged to stay in a school where the administrator exhibits ideal emotional traits. Since teaching is dominated by females, they tend to comfort one another as to their experiences



encountered with regards to the emotional traits manifested by their administrators.

The result revealed that the X^2_r value which is 1.40 is not significant at 0.05 level of significance because this value is lesser than the tabular value of 3.84. This means that the extent of influence of administrators' moral traits on teachers' morale in public elementary schools in La Trinidad, Benguet when compared according to gender is the same. Hence, the hypothesis that there is a significant difference on the extent of influence of the administrator's moral traits on teachers' morale as to gender is rejected.

The similarity may be attributed to the likeness of male and female teachers ideas on moral and ethical standards that should be practiced by an administrator. The finding is similar to the study made by Waytan (1994) who claimed that male and female teachers in secondary schools in Baguio City shared similar perceptions regarding the extent of influence of administrators' moral traits on their morale.

Civil Status. The X^2_r value obtained which is 0.28 is not significant at .05 level of significance because this value is lower than the tabular value of 5.99 . This implies that teachers who are either single, married or widow/widower in public elementary schools in La Trinidad, Benguet do not differ on their perceptions on the extent of influence of administrators' physical traits on their morale. Hence, the hypothesis which states that there is a significant difference on



the extent of influence of the administrators' physical traits on teachers' morale as to civil status is rejected.

The above finding implies that the physical traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet do not differ significantly as to civil status.

The similarity may be attributed to the likeness of perceived good physical qualities exhibited by the administrator to single, married and widow/widower teachers.

The X^2_r value obtained which is 9.05 is significant at .05 level of significance because this value is greater than the tabular value of 5.99. This means that teachers in La Trinidad, Benguet differ significantly on their perceptions on the extent of influence of administrators' social traits on teachers' morale. Therefore the hypothesis which states that there is a significant difference on the extent of influence of the administrators' social traits on teachers' morale as to civil status is accepted.

The result of the study implies that the social traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of civil status.

The study revealed that teachers who are single are more influenced by the social traits of their administrators. This may be attributed to the fact that teachers who are single are given additional work which forces them to spend their free



time in associating with their co-workers and administrators for guidance in accomplishing the work. Unlike teachers who are married or widow/widower and with children prefer to be with their family after teaching rather than spending their time talking to their administrators. Thus, it may be inferred that teachers who are single have much time socializing with others than married or widow/widower teachers.

Like the social traits, the value of X^2_r which is 7.27 is greater than the tabular value of 5.99 at .05 level of significance. This signifies that emotional traits of administrators significantly differ on the extent of influence on teachers' morale as to civil status. Thus, the hypothesis that there is a significant difference on the extent of influence of administrators' emotional traits as to civil status is accepted.

The above finding implies that the emotional traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of civil status.

The results of the study revealed that widow/widower teachers are less influenced by the emotional traits of their administrators than teachers who are single. It may be inferred that an administrator may be talking to his teachers who are widow/widower not only as a co-worker but also as a parent. Likewise, an administrator may be exhibiting an emotional trait that can be understood better by his teachers who are single.



The result revealed that the X^2_r value which is 26.21 is significant at .05 level of significance because this value is greater than the tabular value of 5.59. This means that the extent of influence of administrators' moral traits on teachers' morale in public elementary schools in La Trinidad, Benguet differ when compared according to civil status. Hence, the hypothesis that there is a significant difference on the extent of influence of the administrators' moral traits on teachers' morale as to civil status is accepted.

The above finding implies that the moral traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of civil status.

The results of the study revealed that teachers who are single are more influenced by the moral traits of their administrators than married or widow/widower teachers. This may be attributed to the fact that teachers who are single can concentrate on their work in the school and look at their administrators as models moral and ethical standards.

Position Classification. The X^2_r value obtained which is 28.52 is significant at .05 level of significance because this value is greater than the tabular value of 9.49. This implies that teachers whose position is either Teacher I, Teacher II, Teacher III, Master Teacher I or Master Teacher II in public elementary schools in La Trinidad, Benguet differ on their perceptions on the extent of influence of administrators' physical traits on their morale. Hence, the



hypothesis which states that there is a significant difference on the extent of influence of the administrators' physical traits on teachers' morale as to position is accepted.

The above finding implies that the physical traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of position.

The result revealed that physical traits of administrators had much influence to teachers whose position is Master Teacher II. Generally, master teachers together with the administrators are observed by their co-workers on their physical qualities since they are the leaders in the school.

The X^2_r value obtained which is 3.85 is not significant at .05 level of significance because this value is lower than the tabular value of 9.49. This means that teachers in public elementary schools in La Trinidad, Benguet do not differ significantly on their perceptions on the extent of influence of administrators' social traits on teachers' morale as to position. Therefore the hypothesis which states that there is a significant difference on the extent of influence of the administrators' social traits on teachers' morale in terms of position is rejected.

The results of the study implies that the social traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet do not differ as to position.

The similarity on the extent of influence of administrators' social traits on



teachers' morale may be attributed to the perceived harmonious social relationship shown by their administrators. Thus, the position the teacher has is not an important consideration for an administrator in interacting with his teachers. It may be inferred that administrators socialize equally among his teachers of varied positions.

Like the physical traits, the value of X^2_r which is 24.29 is greater than the tabular value of 9.49 at .05 level of significance. This signifies that emotional traits of administrators significantly differ on the extent of influence on teachers' morale in terms of position.

Thus, the hypothesis that there is a significant difference on the extent of influence of administrators' emotional traits as to position is accepted.

The above finding implies that the emotional traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly as to position.

The results of the study revealed that teachers with the position of Master Teacher I were found to be less influenced by the emotional traits of their administrators. It may be inferred that the higher the position of the teacher in the school, the lesser the problems encountered on the emotional traits of their administrators.

The results revealed that X^2_r value which is 17.90 is significant at .05 level of significance because the value is greater than the tabular value of 9.49.



This means that the extent of influence of administrators' moral traits on teachers' morale in public elementary schools in La Trinidad, Benguet differ when compared according to position of teachers. Hence, the hypothesis that there is a significant difference on the extent of influence of the administrators' moral traits on teachers' morale as to position is accepted.

The above finding implies that the moral traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of position.

The results revealed that teachers with the position of Teacher I were found to be more influenced by the moral traits of their administrators than by the master teachers. It may be inferred that teachers with higher position developed better understanding on moral traits which are manifested by an administrator.

Highest Educational Attainment. The X^2_r value obtained which is 4.13 is not significant at .05 level of significance because this value is lower than the tabular value of 7.82. This implies that teachers whose highest educational attainment is either Bachelor's Degree, Bachelor's Degree with master's units, Masters Degree or Doctorate units holders in public elementary schools in La Trinidad, Benguet do not significantly differ on their perceptions on the extent of influence of administrators' physical traits on their morale. Hence, the hypothesis which states that there is a significant difference on the extent of influence of the administrators' physical traits on teachers' morale as to educational attainment is



rejected.

The above finding implies that the physical traits of administrators' extent of influence on teachers' morale do not differ significantly as to highest educational attainment. The perceived similarity may be attributed to the commonality of experience of teachers having different educational attainment on the physical qualities and personal habits shown by their administrators. Thus, it may be inferred that physical traits practiced by an administrator do not vary among teachers with different educational attainment.

The X^2_r value obtained which is 22.29 is significant at .05 level of significance because this value is higher than the tabular value of 7.82. This means that teachers in public elementary schools in La Trinidad, Benguet with varied highest educational attainment differ significantly on their perceptions on the extent of influence of administrators' social traits on teachers' morale. Therefore the hypothesis which states that there is a significant difference on the extent of influence of the administrators' social traits on teacher's morale as to educational attainment is accepted.

The result of the study implies that the social traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ.

The results of the study revealed that teachers with Doctorate units were found to be less influenced by the social traits of their administrators. It may be



inferred that the higher the educational attainment of teachers, the better the sociability of the teachers to their administrators.

Like the social traits, the value of X^2_r which is 16.08 is greater than the tabular value of 7.82 at .05 level of significance. This signifies that emotional traits of administrators significantly differ on the extent of influence on teachers' morale as to highest educational attainment.

Thus, the hypothesis that there is a significant difference on the extent of influence of administrators' emotional traits is accepted.

The above finding implies that the emotional traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of educational attainment.

The results revealed that teachers with Bachelor's Degree and with Master's units were found to be less influenced by the emotional traits of their administrators. It may be inferred that teachers who are taking masters degree gain understanding and have developed means by which they can cope with the emotional traits of their administrators.

The X^2_r value which is 15.01 is significant at .05 level of significance because the value is greater than the tabular value of 7.82. This means that the extent of influence of administrators' moral traits on teachers' morale in public elementary schools in La Trinidad, Benguet when compared according to highest educational attainment significantly differ. Hence the hypothesis that there is a



significant difference on the extent of influence of the administrators' moral traits on teachers' morale is accepted.

The above finding implies that the moral traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly as to educational attainment.

The result of the study revealed that teachers with Doctorate units proved to be less influenced by the moral traits of their administrators. Thus, it may be inferred that the higher the educational qualification of a teacher, the better the understanding on the moral traits practiced by their administrators.

Length of Service. The X^2_r value obtained which is 41.32 is significant at .05 level of significance because this value is greater than the tabular value of 12.50. This implies that teachers whose length of service is either 1 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, 21 to 25 years and 26 and above in public elementary schools in La Trinidad, Benguet significantly differ on their perceptions on the extent of influence of administrators' physical traits on their morale. Hence, the hypothesis which states that there is a significant difference on the extent of influence of the administrators' physical traits on teachers' morale as to length of service is accepted.

The above finding implies that the physical traits of administrators' extent of influence on teachers' morale differ significantly in terms of length of service.

The results of the study revealed that teachers with 31 to 35 years in



service proved to be more influenced by the physical traits of their administrators. This can be attributed to high expectations of teachers who have longer number in years in teaching on how their administrators should practice desirable physical qualities in the school.

The X^2_r value obtained which is 30.09 is significant at .05 level of significance because this value is greater than the tabular value of 12.50. This means that teachers in public elementary schools in La Trinidad, Benguet with varied length of service differ significantly on their perceptions on the extent of influence of administrators' social traits on teachers' morale. Therefore the hypothesis which states that there is a significant difference on the extent of influence of the administrators' social traits on teachers' morale as to length of service is accepted.

The result of the study implies that the social traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ in terms of length of service.

The results further revealed that teachers whose length of service is 11 to 15 years proved to be less influenced by the social traits of their administrators. It can be inferred that teachers who have gained experience in teaching have developed social relationship with their administrators.

The value of X^2_r which is 46.47 is greater than the tabular value of 12.50 at .05 level of significance. This signifies that the emotional traits of



administrators significantly differ on the extent of influence on teachers' morale as to length of service. Thus, the hypothesis that there is a significant difference on the extent of influence of administrators' emotional traits on teachers' morale as to length of service is accepted.

The above finding implies that the emotional traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ significantly in terms of length of service.

The result revealed that teachers who have rendered 31 to 35 years in the service are more influenced by the emotional traits of their administrators. This can be attributed to the fact that teachers who have longer years in the service possess emotional maturity in understanding their administrators' emotional aspect.

The result revealed that the X^2_r value which is 70.75 is significant at .05 level of significance because the value is greater than the tabular value of 12.50. This means that the extent of influence of administrators' moral traits on teachers' morale in public elementary schools in La Trinidad, Benguet differ when compared according to length of service. Hence, the hypothesis that there is a significant difference on the extent of influence of the administrators' moral traits on teachers' morale as to length of service is accepted.

The above finding implies that the moral traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad,



Benguet differ in terms of length of service.

The results revealed that teachers with 31 to 35 years in the service proved to be more influenced by the moral traits of their administrators. It may be inferred that teachers who have longer years in teaching expect that their administrators have already developed morality in all their undertakings.



SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study primarily aimed to find out the influence of administrators' personality traits on teachers' morale in public elementary schools in La Trinidad, Benguet. The specific objectives of the study were to find out the personality traits of administrators that influence teachers' morale in public elementary schools in La Trinidad, Benguet; determine the extent of influence of administrators' personality traits on teachers' morale in public elementary schools in La Trinidad, Benguet along physical, social, emotional and moral aspects; and identify significant differences on the extent of influence of the different aspects of administrators' personality traits on teacher's morale in public elementary schools in La Trinidad, Benguet when compared according to age, gender, civil status, position classification, highest educational attainment and length of service.

Descriptive method of research was used in the study. A survey questionnaire was the main tool used in gathering relevant data for the study. There were eleven (11) principal-respondents and one hundred sixty-two (162) teacher-respondents covered by the study from the identified eleven (11) public elementary schools in La Trinidad, Benguet. The Friedman's two-way analysis of variance by ranks was used to test hypotheses on significant differences.



The significant findings of the study are as follows:

1. Administrators in public elementary schools in La Trinidad, Benguet always practiced ideal physical, social, emotional and moral traits. The first in rank physical traits always practiced by the administrators in public elementary schools in La Trinidad, Benguet are “observes proper grooming and attire at all times” and “maintains an atmosphere of mutual respect and courtesy” for social trait; “is open to suggestions and criticisms” for emotional trait; “accept one’s mistake or error committed”, “is free from issues concerning money”, “shows loyalty to the school system and to the community and “ is helpful” for moral traits.

2. Teachers’ morale in public elementary schools in La Trinidad, Benguet is “very much influenced” by the administrator’s physical, social, emotional and moral traits. The leading physical traits of administrators that very much influence teachers’ morale in public elementary schools in La Trinidad, Benguet are “observes proper grooming and attire at all times”; “maintains an atmosphere of mutual respect and courtesy” for social trait; “is open to suggestions and criticisms” and “is helpful” for moral traits.

3. a. Physical, social, emotional and moral traits of administrators’ extent of influence on teachers’ morale in public elementary schools in La Trinidad, Benguet differ significantly when compared according to age.



b. Administrators' physical and emotional traits on the extent of influence on teachers' morale differ between male and female teachers in public elementary schools in La Trinidad, Benguet. However, social and moral traits of administrators' extent of influence on teachers' morale are similarly perceived by male and female teachers.

c. The extent of influence of administrators' physical traits on teachers' morale in public elementary schools in La Trinidad, Benguet do not differ as to civil status. On the other hand, administrators' social, emotional and moral traits extent of influence differ significantly as perceived by single, married and widow/widower teachers.

d. Physical, emotional and moral traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet differ in terms of position. However, social traits of administrators' extent of influence on teachers' morale are similarly perceived by the teachers with varied positions.

e. Physical traits of administrators' extent of influence on teachers' morale in public elementary schools in La Trinidad, Benguet do not differ in terms of highest educational attainment. However, social, emotional and moral traits of administrators' extent of influence on teachers' morale differ significantly as to highest educational attainment.



f. The extent of influence of the administrators' personality traits on teachers' morale in public elementary schools in La Trinidad, Benguet differ as to length of service.

Conclusions

Based on the findings, the following conclusions are drawn:

1. The administrators in public elementary schools in La Trinidad, Benguet always practiced desirable physical, social, emotional and moral traits.
2. The administrators' physical, social, emotional and moral traits very much influenced the teachers' morale in public elementary schools in La Trinidad, Benguet.
3. a. There are significant differences on the extent of influence of administrators' physical traits on teachers' morale as to age, gender, position classification, and length of service.
 - b. There are significant differences of administrators' social traits on teachers' morale as to age, civil status, highest educational attainment and length of service.
 - c. There are significant differences on the extent of influence of administrators' emotional traits on teachers' morale when compared according to age, gender, civil status, position classification, highest educational attainment and length of service.



d. There are significant differences on the extent of influence of administrators' moral traits on teachers' morale as to age, civil status, position classification, highest educational attainment and length of service.

Recommendations

In the light of the findings and conclusions, the following are the recommendations:

1. The principals in public elementary schools in La Trinidad, Benguet, should always demonstrate desirable physical, social, emotional and moral traits at all times to ensure the development of high morale among teachers.
2. Administrators should serve as models to their teachers since the personality traits which they display influence their teachers' morale.
3. Topics on development of interpersonal relations with others should be included during in-service education programs. In this way, teachers can gain pointers in coping with the personality traits of their administrators.
4. Teachers should develop in themselves the right attitudes and correct habits when dealing with their administrators which will lead to better-administrator relations.



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Appendix A

Letter to the Division Schools Superintendent

Tawang, La Trinidad
Benguet Province

MARY B. NAMUHE , Ed. D.
Schools Division Superintendent
Benguet Division
La Trinidad, Benguet

Madam:

I am currently conducting a research study entitled, "INFLUENCE OF ADMINISTRATORS' PERSONALITY TRAITS ON TEACHERS' MORALE IN PUBLIC ELEMENTARY SCHOOLS IN LA TRINIDAD, BENGUET", in fulfillment of the requirements leading to the degree Master of Arts in Education (Educational Administration and Supervision).

In this connection, please allow me to distribute copies of questionnaires (as attached) to the principals and teachers in La Trinidad, Benguet. Rest assured that all information given will be treated confidentially and will be used solely for the purpose of the study.

Your favorable action on this matter shall be highly appreciated.

Thank you very much and God Bless!

Respectfully yours,

FAUSTO B. PANDOSÉN

Approved:

MARY B. NAMUHE, Ed. D., CESO V
Schools Division Superintendent



Appendix B

Letter to the District Coordinating Principal

Tawang, La Trinidad
Benguet Province

VICENTE D. PUGUON
District Coordinating Principal
La Trinidad District
La Trinidad, Benguet

Sir:

I am currently conducting a research study on the “INFLUENCE OF ADMINISTRATORS’ PERSONALITY TRAITS ON TEACHERS’ MORALE IN PUBLIC ELEMENTARY SCHOOLS IN LA TRINIDAD, BENGUET.

I am therefore asking permission from your office to distribute copies of questionnaires (as attached) to the principals and teachers in the different schools in La Trinidad, Benguet.

Your approval to this request shall be highly appreciated.

Thank you very much and God Bless!

Respectfully yours,

FAUSTO B. PANDOSEN

Noted:

MARY JANE L. LARUAN, Ph.D.
Adviser

Approved:

VICENTE D. PUGUON
ESP III
District Coordinating Principal



Appendix C
Letter to the Respondents

Dear Respondents,

I am currently conducting a research study entitled, “INFLUENCE OF ADMINISTRATORS’ PERSONALITY TRAITS ON TEACHERS’ MORALE IN PUBLIC ELEMENTARY SCHOOLS IN LA TRINIDAD, BENGUET”, in fulfillment of the requirements leading to the degree Master of Arts in Education (Educational Administration and Supervision).

The researcher therefore would like to ask a little of your time by answering the questionnaires as completely and honestly as you can.

Your cooperation in filling-up the questionnaires would be a great help in achieving the aims of the study. Rest assured that all information given will be treated confidentially.

Thank you very much and God Bless!

Very truly yours,

FAUSTO B. PANDOSEN

Noted:

MARY JANE L. LARUAN, Ph.D.
Adviser

Approved:

VICENTE D. PUGUON
ESP III
District Coordinating Principal



Appendix D

Survey Questionnaire for Administrators

DIRECTIONS: Please check honestly what is asked and check your answers on the spaces provided for.

1. Name: _____
(optional)
2. Address: _____
3. Gender: Male _____ Female _____
4. Age
- | | |
|-------------|------------------|
| _____ 20-25 | _____ 46-50 |
| _____ 26-30 | _____ 51-55 |
| _____ 31-35 | _____ 56-60 |
| _____ 36-40 | _____ 61 - above |
| _____ 41-45 | |
5. Civil Status
- | | |
|---------------|---------------------|
| _____ Single | _____ Widow/Widower |
| _____ Married | _____ Separated |
6. Position Classification
- | |
|-------------------------------|
| _____ Principal I |
| _____ Principal II |
| _____ Principal III |
| _____ Others (please specify) |
7. Highest Educational Attainment
- | |
|---|
| _____ Bachelor's Degree |
| _____ Bachelor's Degree with master's units |
| _____ Master's Degree |
| _____ Doctorate Units |
| _____ Doctorate Degree |
| _____ Others (please specify) |
8. Length of Service
- | | |
|-------------------|-------------------------------|
| _____ 1-5 years | _____ 16-20 years |
| _____ 6-10 years | _____ 21-25 years |
| _____ 11-15 years | _____ Others (please specify) |



1. Below are a number of administrators’ personality traits that influences teachers’ morale. Please encircle the number of the personality trait(s) that you practiced in your school.

2. In the appropriate column, check on your assessment of the frequency you practiced these traits using the following scale:

Legend

- 4- Always
- 3- Often
- 2- Seldom
- 1- Never

PHYSICAL TRAITS

1. Observes proper grooming and attire at all times. ---
2. Pleasing personal appearance and pleasing manner. -
3. Observes propriety, modesty and good taste in attire.
4. Shows appearance of being self-confident. ----- -
5. Impresses one as being refined and cultured. -----
6. Speech is free from mannerisms and unpleasant or distracting habits. -----
7. Has a pleasant voice. -----
8. Well poised. -----
9. Shows evidence and maintain a high level of physical health. -----
- 10.Others (please specify) -----

Always 4	Often 3	Seldom 2	Never 1



SOCIAL TRAITS

	Always 4	Often 3	Seldom 2	Never 1
1.Maintains an atmosphere of mutual respect and courtesy.				
2.Encourages new ideas and initiative among his/her constituents and staff				
3. Associates with staff or community.....				
4. Is reasonable and understanding.				
5. Presents explanations and directions clearly and simply.....				
6. Shares planning and decision making with the group.....				
7. Cooperative and has democratic attitude.....				
8. Approachable and friendly.....				
9. Is able to maintain order in the school				
10. Is polite and respectful when talking				
11. Is enthusiastic and shows wide range of interest when communicating with others.....				
12. Others (please specify)				



EMOTIONAL TRAITS

- 1. Is open to suggestions and criticisms.....
- 2. Shows ability to adjust to new and difficult situations.....
- 3. Shows reasonable action on teacher’s demands.....
- 4. Is interested in his/her work and in his/her profession.....
- 5. Possesses temper with humane and understanding when imposing discipline.....
- 6. Informs or gives advice as to what to do to improve work.....
- 7. Has self-control over his/her moods.....
- 8. has sense of humor.....
- 9. Is cheerful.....
- 10. Shows initiative and resourcefulness.....
- 11. Is creative in doing things.....
- 12. Possess sense of personal worth and self-respect...
- 13. Others (please specify).....

Always 4	Often 3	Seldom 2	Never 1



MORAL TRAITS

	VMI 5	MI 4	MOI 3	LI 2	NI 1
1. Asks an apology for any wrong done.....					
2. Accepts one’s mistake or error committed.....					
3. Shows fairness and impartiality in dealings with teachers.....					
4.Is sympathetic with the differing abilities and needs of his/her teachers.....					
5. Shows kindness and considerate to his/her teachers..					
6. Is free from issues concerning money.....					
7. Demonstrates a high sense of responsibility and civic conscience.....					
8.Is trustworthy and truthful.....					
9.Shows loyalty to the school system and to the community.....					
10. Maintains a high standard of sound character.....					
11. Acts as a model of high moral and ethical standards.....					
12. Sets an example of clean, simple and honest living.					
13. Uses his/her leisure time profitably in worthwhile activity.....					
14. Is helpful.....					
15. Is patient.....					
16. Fulfills promises made.....					
17. Is righteous in his/her undertakings.....					
18.Others (please specify).....					



Appendix E

Survey Questionnaire for Teachers

DIRECTIONS: Please check honestly what is asked and check your answers on the spaces provided for.

1. Name: _____
(optional)
2. Address: _____
3. Gender: Male _____ Female _____
4. Age
- | | |
|-------------|------------------|
| _____ 20-25 | _____ 46-50 |
| _____ 26-30 | _____ 51-55 |
| _____ 31-35 | _____ 56-60 |
| _____ 36-40 | _____ 61 - above |
| _____ 41-45 | |
5. Civil Status
- | | |
|---------------|---------------------|
| _____ Single | _____ Widow/Widower |
| _____ Married | _____ Separated |
6. Position Classification
- | | |
|-------------------|-------------------------------|
| _____ Teacher I | _____ Master Teacher I |
| _____ Teacher II | _____ Master Teacher II |
| _____ Teacher III | _____ Others (please specify) |
7. Highest Educational Attainment
- | |
|---|
| _____ Bachelor's Degree |
| _____ Bachelor's Degree with master's units |
| _____ Master's Degree |
| _____ Doctorate Units |
| _____ Doctorate Degree |
| _____ Others (please specify) |
8. Length of Service
- | | |
|-------------------|-------------------------------|
| _____ 1-5 years | _____ 16-20 years |
| _____ 6-10 years | _____ 21-25 years |
| _____ 11-15 years | _____ Others (please specify) |



INFLUENCE EXTENT OF

SOCIAL TRAITS

	VMI 5	MI 4	MOI 3	LI 2	NI 1
1.Maintains an atmosphere of mutual respect and courtesy.					
2.Encourages new ideas and initiative among his/her constituents and staff					
3. Associates with staff or community.....					
4. Is reasonable and understanding.					
5. Presents explanations and directions clearly and simply.....					
6. Shares planning and decision making with the group.....					
7. Cooperative and has democratic attitude.....					
8. Approachable and friendly.....					
9. Is able to maintain order in the school					
10. Is polite and respectful when talking					
11. Is enthusiastic and shows wide range of interest when communicating with others.....					
12. Others (please specify)					



BIOGRAPHICAL SKETCH

The writer is the fifth child among the seven children of Mr. Felipe K. Pandosen and Mrs. Luisa B. Pandosen. His father is from Masla, Tadian and his mother is a native of Pedlisan, Sagada, Mountain Province. He finished his secondary education at Benguet State University, La Trinidad, Benguet in 1996. He continued his college in the same university. He graduated Bachelor of Elementary Education (BEE) in 2000. The same year he passed the Licensure Examination for Teachers (LET) with a rating of 82.80. A year after graduation, he was employed at La Trinidad Central School, La Trinidad, Benguet as a Municipal School Board Teacher during school years 2001-2003. Being the first in the ranklist for teacher-applicants for two consecutive years, he was given a substitute teaching position in the same school. Through his dedication and commitment in teaching, he was given a permanent position on August 5, 2003. With his interest to pursue higher education for professional growth, he undertook summer and Saturday classes.

At present he is teaching at Pagal Elementary School, a multi-grade school, in Shilan, La Trinidad, Benguet. He is the class adviser of Grades V and VI. He wishes to make good in his chosen profession as he continuously steps in the ladder of education to help Filipino children developed to their fullest.

