# Personal attributes and management skills of school heads in North Butuan District

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ABSTRACT

The study attempted to determine the relationship between the personal attributes and management skills of school heads in North Butuan District, Division of Butuan City, for the school year 2020-2021. It used a descriptive-correlational research design. There were 125 respondents: 6 school heads and 119 teachers. The research instruments used were the personal attributes and management skills research questionnaire. The individual attributes covered intelligence, self-confidence, determination, integrity, and sociability in the questionnaire. The management skills covered are communication, building relationships, developing others, self-development, leading people, managing performance, personal effectiveness, and business skills questionnaire. The statistical treatments used were the frequency count, percent, weighted mean, T-test of difference, and the Kendal Tau Correlation Coefficient in analyzing the data.The school head respondents identified themselves as having very high intelligence, self-confidence, determination, integrity, and sociability in the manifestation of their attributes. The grand weighted mean, corresponding to very high levels, supports teachers' perceptions of school heads as being exceptionally brilliant, self-assured, determined, sociable, and having very high integrity in terms of personal traits. The school heads rated themselves as outstanding in communication, relationship building, developing others, self-development, leading people, managing performance, personal effectiveness, and business skills, according to the levels of manifestation of their management skills as perceived by themselves and rated as outstanding by the teachers. The outcomes of this study showed that there is no significant difference in the level of perception between school heads and teachers in communication, building relationships, self-development, leading people, managing performance, personal effectiveness, and business skills. There is a significant relationship between integrity and both leading people and managing performance.Thus, the researcher recommended that school heads undergo professional development programs on the key practices of school leaders, on regularly processing the financial resources of the school, on building their performance as indicated in the OPCRF, and on managing the performance of teachers as shown in the IPCRF. The researcher also encouraged the supervisors and higher authorities to support the study's proposed enhancement program for school leaders to build their capacities for managing their performance and that of the teachers. Other researchers should undertake research similar to this study to explore the

effectiveness of the proposed enhancement program and suggest amendments and ratification of the said program.

INTRODUCTION

The personal traits and management skills of a school's leaders have a significant impact on the organization's performance. The school heads are responsible for the successful operation of the school. Someone with positive personal attributes will help ensure that their teachers perform their assigned tasks successfully. Consequently, if they had strong personal qualities, they would be able to successfully manage the school, get the support of the teachers to work effectively, and contribute to the growth of the school system as well as the learning outcomes of the students. Those who can manage a school will be able to effectively fulfill supervisory tasks, managing the education system with full dedication and passion, resulting in advancement.

A school organization, like any other organization, needs strong leadership and management. Both of these factors influence how the school is organized. Different management leadership philosophies and methods are used in schools to complement one another. Everyone in the profession is challenged by school principals and task management in developing a culture of lifelong learning and teaching (Cruz et al., 2020).

According to Covey (2020), management focuses on establishing structures and systems to achieve results. In contrast, leadership focuses on vision, direction, effectiveness, and results, with a top-line perspective. Everard et al. (2020) saw both leadership and management as vital for organizational development. In contrast, Earley and Weinding (2021) emphasized the intimate relationship between the two. As a result, the significance of these two ideas in school administration cannot be overstated.

In the present demanding educational environment, marked by the COVID-19 pandemic, proficient school leadership assumes utmost importance. It is expected of school leaders to exhibit critical leadership skills to guarantee successful school operations and the provision of high-quality education.

For school leaders at all levels, management skills are recognized as critical qualities that enable efficient communication, involvement, and professional growth within the school community. The relationship between personal attributes and managerial abilities highlights the importance of school administrators possessing both management and leadership skills to foster excellence in education.

This study attempted to evaluate the personal attributes and management competencies of school heads in North Butuan District, given the importance of these qualities in school leadership. Through an analysis of these variables, the research aimed to further the current conversation on good school leadership and provide guidance for improving management and leadership techniques in the learning environment.

Statement of the problem

The study attempted to determine the relationship between the personal attributes and management skills of the school heads in North Butuan District, Division of Butuan City, for the school year 2020-2021.

Specifically, the study sought answers to the following questions;

1. How do respondents perceive the level of manifestation of the personal attributes of the school heads in terms of intelligence, self-confidence, determination, integrity, and sociability?
2. How do respondents perceive the level of management skills of school heads in terms of communication, building a relationship, developing others, self-development, leading people, managing performance, personal effectiveness, and business skills?
3. Is there a significant difference in the perception of teachers and school heads on the level of management skills of school heads?
4. Is there a significant relationship between the personal attributes and the level of management skills of school heads?
5. On the basis of the findings of the study, what program may be designed for the enhancement of the management skills of the school heads?

METHODOLOGY

This study employed a descriptive-correlational research design to gather and analyze data on the personal attributes and management skills of school heads in the North Butuan District, Division of Butuan City, for the school year 2020–2021. The descriptive aspect of the design provided a clear depiction of the respondents' perceptions, while the correlational approach allowed the determination of significant relationships between personal attributes and management skills. The design was chosen to enable the researcher to present an accurate representation of existing conditions and to identify the extent of association between the two main variables using appropriate statistical treatments.

The research was conducted within the North Butuan District, which is composed of six elementary schools: Banza Elementary School, Riverside Central Elementary School, Bobon Elementary School, Maug Elementary School, Silad-Mahogany Elementary School, and Pedro Duncano Elementary School. Banza Elementary School, located in Barangay Banza, Butuan City, had a total population of 486 pupils and 17 teachers. Riverside Central Elementary School, situated in Barangay Riverside, Baan, Butuan City, had 549 pupils and 35 teachers. Silad-Mahogany Elementary School, in Barangay Silad-Mahogany, Butuan City, had 693 pupils and 24 teachers. Maug Elementary School, in Barangay Maug, Butuan City, had 298 pupils and 11 teachers. Bobon Elementary School, in Barangay Bobon, Butuan City, had 285 pupils and 11 teachers. Lastly, Pedro Duncano Elementary School, located in Barangay Tiniwisan, Butuan City, had 571 pupils and 21 teachers. These schools formed the scope of the study and provided a diverse sample in terms of population size and staffing.

The respondents comprised the entire population of teachers and school heads from these six schools, selected through complete enumeration. A total of 125 respondents participated, including 6 school heads and 119 teachers. The distribution was as follows: Banza Elementary

School – 1 school head and 17 teachers (18 respondents, 14.4% of the total); Riverside Central Elementary School – 1 school head and 35 teachers (36 respondents, 28.8%); Maug Elementary School – 1 school head and 11 teachers (12 respondents, 9.6%); Silad-Mahogany Elementary School – 1 school head and 24 teachers (25 respondents, 20%); Pedro Duncano Elementary School – 1 school head and 21 teachers (22 respondents, 17.6%); and Bobon Elementary School – 1 school head and 11 teachers (12 respondents, 9.6%).

Two standardized research instruments were employed to collect data: the Personal Attributes Research Questionnaire and the Management Skills Research Questionnaire. The Personal Attributes Research Questionnaire measured intelligence, self-confidence, determination, integrity, and sociability, using a five-point Likert scale where 5 meant "Strongly Agree," 4 "Agree," 3 "Neutral," 2 "Disagree," and 1 "Strongly Disagree." The scale corresponded to the following interpretations: 4.21–5.00 (Very High), 3.41–4.20 (High), 2.61–3.40 (Neutral), 1.81–2.60 (Low), and 1.00–1.80 (Very Low). The Management Skills Research Questionnaire assessed communication, building relationships, developing others, self-development, leading people, managing performance, personal effectiveness, and business skills. This instrument used a five-point Likert scale where 5 meant "Almost Always," 4 "Often," 3 "Somewhat," 2 "Rarely," and 1 "Very Rarely," with interpretations as follows: 4.21–5.00 (Outstanding), 3.41–4.20 (Very Satisfactory), 2.61–3.40 (Satisfactory), 1.81–2.60 (Poor), and 1.00–1.80 (Very Poor). Both instruments were validated by the Thesis Evaluation Committee, who reviewed them for clarity, relevance, and appropriateness prior to their use.

Before data collection, approval from the Panel of Examiners was obtained, followed by a formal request to the Schools Division Superintendent of Butuan City Division for permission to conduct the study. Once granted, the researcher sought clearance from the Public Schools District Supervisor of North Butuan District and the school heads of the involved schools. The questionnaires were personally administered to the respondents, who were given three to five days to complete them. The entire process strictly adhered to the Minimum Health and Safety Protocols set by the Inter-Agency Task Force (IATF) to prevent COVID-19 infection and the spread of the virus. Upon completion, the researcher personally retrieved the questionnaires from each school, again following health and safety guidelines.

The data gathered were quantified for statistical analysis according to the predetermined scales and interpretations for both personal attributes and management skills. Statistical treatments applied included frequency counts to determine the number of respondents who perceived different levels of personal attributes and management skills, and percentages to convert frequency counts into proportions. The weighted mean was computed to determine the average perception ratings for each variable. Kendall's Tau Correlation Coefficient was used to establish the relationship between personal attributes and management skills, with significance determined through probability values. The t-test was employed to examine whether a significant difference existed between the perceptions of teachers and school heads regarding management skills. These analytical methods ensured a systematic approach to data interpretation, allowing the study to draw accurate and reliable conclusions based on the collected evidence.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets data relevant to the problems of the study. It covers the level of manifestation of the personal attributes of the school heads and teachers, the level of management skills, the significant differences between the perceptions of teachers and

school heads on management skills, the significant relationship between personal attributes and management skills, and the proposed enhancement program for school heads based on the findings.

The level of manifestation of the personal attributes of the school heads in terms of intelligence, self-confidence, determination, integrity, and sociability

The study assessed the personal attributes of school heads as perceived by themselves and by their teachers. The attributes considered were intelligence, self-confidence, determination, integrity, and sociability. Each attribute was rated on a 5-point Likert scale, where 5 indicated the highest level of manifestation and 1 indicated the lowest.

Based on the results, the school heads perceived themselves as highly intelligent, self-confident, determined, possessing integrity, and sociable, as reflected by a grand weighted mean of 4.79, interpreted as "Very High." Among the personal attributes, sociability had the highest weighted mean of 4.96, indicating that school heads considered themselves friendly, outgoing, sensitive, and empathetic toward others, particularly their subordinates. Integrity and determination both followed closely with overall weighted means of 4.83, while self-confidence received 4.75 and intelligence 4.58. This finding aligns with the study of Lide (2021), which emphasized sociability as a key personality trait for school leaders, correlating with teacher emotion regulation, job satisfaction, and reduced burnout.

Teachers likewise rated the personal attributes of school heads as "Very High" with a grand weighted mean of 4.77. Similar to the school heads' self-assessment, sociability emerged as the most highly perceived attribute, with an overall weighted mean of 4.86. Integrity followed with 4.77, while intelligence and determination both received 4.76, and self-confidence 4.69. This result supports the findings of Mahfouz et al. (2017), who identified sociability as a leading personal attribute among educational leaders, strongly connected to interpersonal relations and emotional engagement with colleagues.

The level of management skills of school heads in terms of communication, building relationships, developing others, self-development, leading people, managing performance, personal effectiveness, and business skills

The study also measured the management skills of school heads from the perspectives of both the school heads themselves and the teachers. The skills examined were communication, building relationships, developing others, self-development, leading people, managing performance, personal effectiveness, and business skills, rated on a 5-point Likert scale, with 5 representing the highest level.

School heads rated themselves "Outstanding" in all areas, with a grand weighted mean of 4.73. They assessed their highest skill as building relationships, with a weighted mean of 4.86, followed by leading people at 4.81. Communication and developing others both scored 4.79, managing performance 4.69, self-development 4.64, business skills 4.63, and personal effectiveness the lowest at 4.61—still within the "Outstanding" range. These results indicate that school heads believe they maintain strong interpersonal networks, inspire teamwork, plan effectively, and manage tasks efficiently. As noted by Hudson (2017), building relationships is a

cornerstone of effective leadership, while Cherry et al. (2021) emphasized that personal effectiveness involves strategic planning and prioritization to meet organizational goals.

Teachers also perceived the school heads' management skills as "Outstanding," with a grand weighted mean of 4.79. They rated leading people the highest at 4.90, followed by building relationships at 4.89, communication and managing performance both at 4.83, personal effectiveness at 4.76, developing others and self-development both at 4.75, and business skills the lowest at 4.60. The high rating in leading people suggests that teachers see school heads as inspiring, motivating, and supportive leaders, while the relatively lower score for business skills, although still "Outstanding," implies room for improvement in financial and operational management.

A significant difference in the perception of teachers and school heads on management skills

Statistical analysis using Levene's test and the t-test examined whether differences existed between the perceptions of teachers and school heads on management skills. Both groups agreed that school heads performed at an "Outstanding" level in all skills. School heads rated themselves highest in building relationships (4.86) and lowest in personal effectiveness (4.61), while teachers rated them highest in leading people (4.90) and lowest in business skills (4.60).

Levene's test revealed no significant variance differences in perceptions for communication, building relationships, developing others, self-development, leading people, managing performance, and personal effectiveness. T-test results similarly showed no significant differences in the mean perceptions for these skills, with p-values greater than 0.05. However, a significant variance difference was found for business skills (Levene's $p = 0.019$), and the t-test confirmed a significant difference in mean perceptions ($p = 0.049$). This indicates that teachers rated the school heads' business skills significantly lower than the school heads rated themselves.

A significant relationship between the personal attributes and management skills of school heads

The relationship between personal attributes and management skills was analyzed using Kendall's Tau correlation coefficient. The analysis considered intelligence, self-confidence, determination, integrity, and sociability as independent variables, and communication, building relationships, developing others, self-development, leading people, managing performance, personal effectiveness, and business skills as dependent variables.

Results indicated mostly low to moderate correlations, with many being positive but not significant. Low positive correlations were found between intelligence and communication, integrity and communication, determination and building relationships, sociability and building relationships, determination and developing others, sociability and developing others, self-confidence and self-development, and self-confidence and leading people. Low negative correlations appeared between self-confidence and communication, determination and self-development, and sociability and self-development.

Moderate positive correlations were observed between intelligence and self-development, leading people, personal effectiveness, and business skills; self-confidence and developing others, managing performance, personal effectiveness, and business skills; determination and leading people, managing performance, personal effectiveness, and business skills; integrity and building relationships, developing others, and self-development; and sociability and leading people, managing performance, personal effectiveness, and business skills. Negative moderate

correlations were found between determination and communication, and sociability and communication.

High positive correlations were found between intelligence and building relationships, developing others, and managing performance; self-confidence and building relationships; and integrity with leading people, managing performance, personal effectiveness, and business skills. Of these, only the correlations between intelligence and building relationships ($p = 0.026$) and integrity and managing performance ($p = 0.049$) were statistically significant. These findings align with Rahim (2020), who noted that leaders with greater social intelligence enhance creative performance, and Engelbrecht et al. (2017), who emphasized that leaders with integrity inspire trust and confidence.

Proposed enhancement program

Based on the findings, a proposed enhancement program for school heads was developed, focusing on improving business skills, strengthening the relationship between intelligence and building relationships, and enhancing the connection between integrity and managing performance. The program aims to address the significant difference in perceptions between teachers and school heads on business skills and to build on the significant correlations identified in the study.

CONCLUSION

The study sought to determine whether a significant difference existed between the teachers' perceived level of the school heads' management skills and the school heads' own perceived level of these skills, as well as whether a significant relationship existed between the school heads' personal attributes and their management skills in the North Butuan District, Division of Butuan City, for the school year 2020–2021. The research involved 125 respondents, consisting of 6 school heads and 119 teachers, selected through a universal sampling method to ensure complete representation. A descriptive-survey research design was employed, utilizing two primary instruments: the Personal Attributes Questionnaire, which covered intelligence, self-confidence, determination, integrity, and sociability; and the Management Skills Questionnaire, which assessed communication, building relationships, developing others, self-development, leading performance, personal effectiveness, and business skills. Both instruments used a five-point Likert scale, with five as the highest and one as the lowest rating. The weighted mean was computed to determine the perceived levels of personal attributes and management skills, while Levene's Test and t-test were employed to examine significant differences in perceptions between the two groups. Kendall Tau correlation was used to analyze the relationships between the personal attributes and management skills of the school heads.

The findings revealed that both the teachers and the school heads rated the personal attributes of the school heads as "Very High" in their entirety. This high rating applied consistently to each attribute—intelligence, self-confidence, determination, integrity, and sociability—demonstrating that both groups recognized these qualities as strongly manifested in the school heads' leadership. Similarly, the management skills of the school heads were rated "Outstanding" as a whole, with each skill—communication, building relationships, developing

others, self-development, leading people, managing performance, personal effectiveness, and business skills—also receiving "Outstanding" ratings from both teachers and school heads.

However, when the differences between the two groups' perceptions were tested, a significant disparity emerged in the area of business skills. Teachers' ratings of the school heads' ability to manage the school's financial matters, such as the Maintenance and Other Operating Expenses (MOOE), Parent-Teacher Association (PTA) Fund, Income-Generating Projects (IGP), Canteen Fund, Donations, and other related school funds, were significantly lower than the ratings given by the school heads themselves. This finding points to a perceptual gap regarding the school heads' competence in handling financial management responsibilities and suggests that transparency and a shared understanding of fiscal processes are areas for improvement.

The correlation analysis further indicated significant relationships between specific personal attributes and management skills. Notably, a significant positive relationship was found between intelligence and building relationships, as well as between integrity and managing performance. The link between intelligence and building relationships implies that higher levels of cognitive ability may enhance a school head's capacity to connect with others, foster cooperation, and establish networks that support school initiatives. The relationship between integrity and managing performance suggests that school leaders who demonstrate trustworthiness, consistency, and reliability are more effective in setting targets, monitoring progress, and ensuring accountability in their schools. These relationships reinforce the necessity of precise and rigorous job requirements for school administrators, specifying the knowledge, skills, and behaviors needed to effectively lead subordinates. They also underscore the need for high-quality training for aspiring school leaders, with content reflecting the actual challenges they may encounter in the field, as well as the importance of establishing standardized measures for selecting school leaders and consistently evaluating their performance with appropriate on-the-job support.

In conclusion, the results of this study reveal both strengths and gaps in the leadership capacities of school heads. While they are perceived to excel in most areas of personal attributes and management skills, the significant difference in the perception of their business skills points to the need for greater transparency and collaboration in financial management. The significant relationships found between certain attributes and skills highlight the importance of fostering these qualities through targeted training and clear professional expectations.

Given these conclusions, it is recommended that school leaders undergo professional development programs that focus on the regular processing and transparent management of financial resources, as well as on enhancing their performance as outlined in the Office Performance Commitment and Review Form (OPCRF) and managing teacher performance as described in the Individual Performance Commitment and Review Form (IPCRF). Supervisors and higher authorities are encouraged to support the implementation of the proposed enhancement program for school leaders, which is designed to strengthen their capacity to manage both their own performance and that of the teachers they lead. Furthermore, future research should explore the effectiveness of the proposed enhancement program and provide suggestions for its improvement and formal adoption to ensure its long-term applicability and impact on school leadership and organizational success.

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