



# LEADERSHIP STYLE AND LEADERSHIP TRAITS OF SELECTED SCHOOL ADMINISTRATORS OF DIVISION OF LAGUNA

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## ABSTRACT

*This study was conducted to determine the leadership style and traits of selected school administrators in the Division of Laguna. Specifically, this research sought to determine/identify the leadership style and traits among the respondents with the use of Peterson and Peter Questionnaire.*

*The research design used in this study was descriptive method of research that utilized quantitative approach in gathering necessary data from the respondents.*

*The component of forty-five selected school administrators in the Division of Laguna. They were selected among the sampling technique. They were asked to answer the adapted questionnaire prepared by the researcher to determine their leadership style and traits. Percentage, Mean, Standard Deviation and simple linear regression analysis were applied as statistical test to achieve the study objectives.*

*The researcher highly recommends that: (1) school administrators may draft a program that could enhance better school administrator leadership style and traits and conduct survey on the leadership styles and traits of the school administrators in other different areas and draw specific program for each finding; (2) should maintain the high level of motivation and satisfaction of the employees to have a good relationship to them; (3) endorse the study to the school administrators for them to be able to choose the leadership style and traits they can be use that will also match to their employee and; (4) organizations may use action plan matrix to solve the existing problems in the organization especially on school's leadership style and traits.*

**KEYWORDS:** *leadership styles, leadership traits, school administrators*

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## INTRODUCTION

Nowadays, many things have changed and caused great differences from those in the revision years, like different ways in transferring orders, different approaches to solve problems and conflicts, different effects in on individual. In this global competitive environment, an effective leadership style is necessary to reduce the attrition rate. Through an effective leadership style, it is possible to achieve the organizational goal productively.

Educational administrators are tasked with the responsibility of overseeing the complex structure of the school system on a day-to-day basis. An understanding of how leadership traits and leadership style impacts interactions with others and how decision-making became beneficial will support stakeholders within the school environment. School administrators are tasked with overseeing various components of an organization and must lead others to promote an optimal learning environment. It is beneficial for school administrators to know their leadership style, as well as the ability to decipher the leadership style of those around them, in order to make the most of individual strengths and to motivate others to be at their best (Andersen, 2006 as cited by Chatwin, 2018).

School administrators are tasked with a multitude responsibility on a daily basis (Sheninger, 2011). They are responsible in planning, goal setting, implementing, monitoring, and evaluating matters and issues related academics, everyday routine, administrative program, and financial matter. The responsibilities of the school heads include academic achievement of the pupils, productivity of teachers, asset management, utilization of resources, and customer satisfaction. In addition, they also coordinate and evaluate activities of the different non-teaching personnel like registrar, librarian, discipline officer, counselors, medical group staff, student affairs, and other support services personnel. They generally follow school's vision, mission, goals, policies, guidelines, activity plan,



as well as the respective deadlines for each of the planned tasks. With the continuous increase in the enrollment, update in curriculum, technology-based learning associated with inadequacy of school resources in the public schools, these are considered challenges in the school system. The school heads for the both public and private schools need to determine and practice the effective leadership qualities for the schools to achieve internal efficiency and excellence in education (Gonzales, 2018). Additionally, much research has demonstrated that the morale among the teachers, faculty, and staff members of a school is impacted by leadership style (Mason, 2007).

Barkman (2015) stated that principals are an integral member of a child’s education. Their job is not only to manage the day-to-day affairs of a school, but to be an instructional leader. Much research has been conducted to determine the characteristics of effective school leaders and how these leaders turn their schools into effective learning spaces. Instructional leaders are interpersonally smart, professional and accountable. In the school, the leaders bring their own unique mix to the job and continually reflect on the day’s events to promote life-long learning.

According to Chatwin (2018), school administrators are expected to provide leadership and guidance to the teachers, students and parents in their learning community in order to sustain the most optimal learning environment. While many school districts offer various trainings, professional development opportunities and guidance in terms of leadership, the notion of personality traits and its affects on leadership style is neither discussed nor formally explored by most school districts. Due to this, there is varying information available regarding the impact on leadership style in terms of personality traits within the educational community.

**RESEARCH METHODOLOGY**

The descriptive method of research was used. To get an exact description of the current status of the subject in this study (Seyoum and Ayalew, 1989 as cited by Gemechu, 2014). Descriptive research design on the other hand involves the process of collecting data in order to test hypotheses or to answer questions concerning status of the subject in the study. It determines and reports the way things are. It attempts to describe such things as possible behavior, attitudes, values, characteristics (Firmina, 2015). It also deals with the process of identifying, comparing and differentiating the outcomes. Particularly, descriptive survey method is one which is commonly used in educational research. Data were gathered through the adopted and modified checklist questionnaire of Person (2019) and Peter (2009).

The researcher wrote a letter to the School Division Superintendent and Supervisors of selected District in the Division of Laguna requesting approval to conduct the study. Upon approval, the researcher administered the questionnaires to the selected respondents with the help of the Supervisor of Pagsanjan District and the school guidance counselor prior to the administration of the questionnaire, the researcher gave an orientation to the respondents. The data gathered was statistically treated, the results were tabulated, analyzed and interpreted.

A total population of 45 elementary school administrators from selected districts. The researcher used random sampling which was a basic type of sampling which can be a component of other more complex sampling methods. The principle of simple random sampling was that every object has the same probability of being chosen. The researcher got full participation of the total number of the respondents.

**Table 1. Distribution of Respondents per Selected District in the Division of Laguna**

Name of District	Population
Pagsanjan	10
Paete	4
Kalayaan	5
Cavinti	9
Santa Cruz	8
Luisiana	4
Lumban	5
<b>TOTAL</b>	<b>45</b>

For the purpose of this study, questionnaires via Google Form were used as instruments for gathering data and information regarding the leadership style and traits of selected school administrators in the Division of Laguna. Before the formal administration, the questionnaires were checked and approved by the thesis adviser and language critic. The researcher prepared the questionnaires adapted and modified from Person (2019) and Peter (2009)



questionnaire. The questionnaires that used as research instrument consisted of positive or negative construction and checked by the adviser and language critic. These questions consisted either positive or negative construction.

### Statistical Treatment of Data

The following statistical tools were used in treating the data gathered by the researcher.

Statement of the Problem	Statistical Treatment
1. What is the profile of selected school administrators in the Division of Laguna in terms of: a. Age b. Gender c. Civil status d. Educational Attainment e. Length of service	Frequency and Percentage
2. What is the leadership style of selected school administrator in the Division of Laguna? a. Authoritarian b. Democratic c. Delegative d. Coaching-Style e. Transformational	Weighted Mean and Standard Deviation
3. What are the leadership traits of selected school administrators in the Division of Laguna? a. Confidence b. Initiative c. Intelligence d. Professional Competence e. Leadership Motivation	Weighted Mean and Standard Deviation
4. Is there significant relationship between leadership style and the leadership traits?	Simple Linear Regression Analysis

## RESULTS AND DISCUSSIONS

Table 1. Demographic Profile of the Respondent

Profile	Frequency	Percentage
<b>Age</b>		
below 25	0	0.00
25-30	0	0.00
31-35	0	0.00
36-40	6	0.13
41-45	35	0.78
46 above	4	0.09
<b>Gender</b>		
Male	7	0.16
Female	38	0.84
<b>Civil Status</b>		
Single	3	0.07
Married	39	0.87
Separated	2	0.04
Widow	1	0.02



Educational Attainment		
Bachelor’s degree	0	0.00
MA – CAR	10	0.22
Master’s Degree	21	0.47
Doctorate – CAR	3	0.07
Doctorate Degree	11	0.24
Length of Service		
0-5 years	1	0.02
6-10 years	2	0.04
11-15 years	9	0.20
16-20 years	8	0.18
21-25 years	21	0.47
26 years above	4	0.09
<i>Total Respondents: 45</i>		

Table 1 presents the demographic profile of the respondents described in terms of age, gender, civil status, educational attainment and their length of service. It was determined by frequency count and its corresponding percentage.

It can be seen that in terms of age, the majority of the respondents were aged 41-45 years old with the count of 35 or 78 percent of the total population. 6 or 13 percent were 36-45 years old, 4 or 2 percent were above 46 years old, while none of the respondents were aged below 35 years.

**Table 2. Level of Leadership Style of Selected School Administrators in the Division of Laguna in terms Authoritarian Style**

STATEMENT	Mean	SD	Remarks
1. Retain the final decision-making authority within my project or team.	4.00	0.87	Agree
2. Consider suggestions made by my team members as I do not have time for them.	3.05	1.24	Neutral
3. Tell my team members what has to be done and how to do it.	3.93	1.06	Agree
4. When someone makes a mistake, tell him or her not to ever do that again and make a note of it.	3.83	1.00	Agree
5. Like the power that my leadership position holds over my team.	3.38	0.99	Neutral
<b>Grand Mean/SD</b>	<b>3.64</b>	<b>1.10</b>	<b>Agree</b>
<b>Interpretation</b>		<b>High</b>	

*Legend:*

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low



The above table reveals that the authoritarian leadership style school administrators was *high* supported by the grand (M=3.64, SD=1.10). This means that the respondents perceived that school administrators possesses high authoritarianism among their school community.

It can be seen that the respondents *agree* that *school administrators retain the final decision-making authority within my project or team* which gained the highest (M=4.00, SD=0.87). This implied that the school leaders include other team members in the decision-making. On the other hand, the respondents were *neutral* on the aspect that *administrators consider suggestions made by my team members as I do not have time for them* with the lowest (M=3.05, SD=1.24). This meant that the respondents neither agree nor disagree that school administrators would consider suggestions from team members only for the reason that he/she do not have time for them.

As cited by Bartolata (2018) according to Cherry (2017), leadership style is characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgements and rarely accept advice from followers. She also added that autocratic leadership is beneficial in some instances, such as when the decisions need to be made quickly without consulting with a large group of people.

**Table 3. Level of Leadership Style of Selected School Administrators in the Division of Laguna in terms of Democratic Style**

STATEMENT	Mean	SD	Remarks
1. Ask for ideas and input on upcoming plans and projects.	4.65	0.48	Strongly Agree
2. Want to create an environment where team members take ownership of the project. Allow them to participate in the decision-making process.	4.68	0.57	Strongly Agree
3. Ask team members for their vision of where they see their work going and then use their vision where appropriate.	4.65	0.61	Strongly Agree
4. Allow my team members to set priorities with my guidance.	4.60	0.58	Strongly Agree
5. When there are differences in role expectations, work with them to resolve the differences.	4.63	0.58	Strongly Agree
<b>Grand Mean</b>	<b>4.64</b>	<b>0.57</b>	<b>Strongly Agree</b>
<b>Interpretation</b>	<b>Very High</b>		

*Legend:*

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

The above table reveals that the democratic leadership style school administrators was *very high* supported by the grand (M=4.64, SD=0.57). This means that the respondents perceived that school administrators possesses very high democratic among their school community.

It can be seen that the respondents that the respondents that *strongly agree* that *school administrators ask team members for their vision of where they see their work going and then use their vision appropriate* which gained (M=4.65, SD=0.61). This implied that school leaders include other team in decision making by seeing the vision of their team members. On the other hand, the respondents were also *strongly agree* on the aspect that *school administrators ask for ideas and input on upcoming plans and projects* with the lowest (M=4.65, SD=0.48). This means that the respondents consider the ideas and input on upcoming plans and projects.

Fred Fiedler (2008) said that democratic or participative leadership was associated with increase follower productivity, satisfaction, involvement and commitment member satisfaction and nomination for leadership were grater under participative leadership. Although the significant draw backs to participative leadership were time consuming activities and lengthy debate over policy participation place a key for increasing the productivity of leadership.



**Table 4. Level of Leadership Style of Selected School Administrators in the Division of Laguna in terms of Delegative Style**

STATEMENT	Mean	SD	Remarks
1. Make major decision upon approval of each individual or majority	4.23	0.76	Strongly Agree
2. Allow my team members to determine what needs to be done and how to do it.	4.35	0.65	Strongly Agree
3. Delegate tasks in order to implement a new procedure or process.	4.50	0.55	Strongly Agree
4. Define each individual's job for him or her to become responsible.	4.53	0.55	Strongly Agree
5. Allow my team members to lead themselves just as well as I can.	4.45	0.63	Strongly Agree
<b>Grand Mean/SD</b>	<b>4.41</b>	<b>0.64</b>	<b>Strongly Agree</b>
<b>Interpretation</b>	<b>Very High</b>		

*Legend:*

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

Table 3 reveals that the delegative leadership style school administrators was *very high* supported by the grand (M=4.41, SD=0.64). This means that the respondents perceived that school administrators possesses very high delegative style among their school community.

It can be seen that the respondents that the respondents that *strongly agree* that *school administrators Make major decision upon approval of each individual or majority* which gained (M=4.23, SD=0.76). This implied that school administrators a include the individual or majority of the team in making major decision. On the other hand, the respondents were also *strongly agree* on the aspect that *school administrators delegate tasks in order to implement a new procedure or process* with the lowest (M=4.50, SD=0.55).

Zeidan (2009) as cited by Morales (2018) described that management as contribute and commit. The leader pays great concern to both people and task. This soft style is based on the propositions of theory Y of Douglas McGregor where the leader inspires teamwork and dedication amongst employees. It highlights making employees feel part of the organization. Therefore, this will be a team environment organization created on respect to one another and trust, which results to high fulfillment and motivation and high production.

**Table 5. Level of Leadership Style of Selected School Administrators in the Division of Laguna in terms of Coaching-Style**

STATEMENT	Mean	SD	Remarks
1. Delegate challenging assignments, even if they will not be accomplished quickly	4.08	0.69	Agree
2. Spend time helping staff to identify their own strengths and areas for development	4.48	0.63	Strongly Agree
3. Give plentiful instruction and feedback	4.25	0.66	Strongly Agree
4. Encourage people to create long-term development goals	4.43	0.59	Strongly Agree
5. Make agreements with my team about their roles and responsibilities and enact development plans	4.53	0.59	Strongly Agree
<b>Grand Mean/SD</b>	<b>4.35</b>	<b>0.65</b>	<b>Strongly Agree</b>
<b>Interpretation</b>	<b>Very High</b>		



Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

The above table reveals that the coaching style school administrators was *very high* supported by the grand (M=4.35, SD=0.65). This means that the respondents perceived that school administrators possesses high authoritarianism among their school community.

It can be seen that the respondents *strongly agree* that *school administrators make agreements with my team about their roles and responsibilities and enact development plans* which gained the highest (M=4.53, SD=0.59). This implied that the school leaders make agreements with their team members. On the other hand, the respondents were *agree* on the aspect that administrators *delegate challenging assignments, even if they will not be accomplished quickly* with the lowest (M=4.08, SD=0.69). This meant that the respondents agree that school administrators would delegate challenging assignments, even if they will not be accomplished quickly.

Sirisoosklip, Ariratana, and Keow Ngang (2014) as cited by Solomon (2018) in their study “The Impact of the Leadership Styles of Administrators on Affecting Teacher effectiveness” revealed that supportive leadership was at the highest agreement level. It might be because of school work normally consisted of clear structure and repetitive. Supportive leadership found to be utilized in encouraging the teachers to work as well as personal life. Therefore, school administrators should be friendly their teachers by praising and encouraging them especially on important occasions. They have to be mercy, kind, and understand teachers’ feeling. According to House’s theory, leaders have to increase confidence but decrease anxiety of their followers. They should eliminate undesirable work situation, pay attention to their followers’ welfare and needs. On top of that leaders have to create positive climate by treating their followers fairly, respectfully, and democratically.

**Table 6. Level of Leadership Style of Selected School Administrators in the Division of Laguna in terms of Transformational Style**

STATEMENT	Mean	SD	Remarks
1. Make my team members feel good to be around me.	4.63	0.53	Strongly Agree
2. Express a few simple words to my team members what we could do.	4.63	0.53	Strongly Agree
3. Get my team members to rethink ideas not questioned before.	4.45	0.50	Strongly Agree
4. Help my team members to think about old problems in new ways.	4.40	0.58	Strongly Agree
5. Let others know how to think they are doing.	4.40	0.58	Strongly Agree
<b>Grand Mean/SD</b>	<b>4.50</b>	<b>0.56</b>	<b>Strongly Agree</b>
<b>Interpretation</b>	<b>Very High</b>		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

Table 5 reveals that the transactional leadership style school administrators was *very high* supported by the grand (M=4.50, SD=0.56).



It can be seen that the respondents *strongly agree* that *school administrators make my team members feel good to be around them and express a few simple words to their team members what they could do* which gained the highest (M=4.63, SD=0.53). This implied that the school leaders make agreements with their team members. On the other hand, the respondents were *strongly agree* on the aspect that *school administrators help their team members to think about old problems in new ways and let others know how to think they are doing* with the lowest (M=4.40, SD=0.58). This meant that the respondents strongly agree that school administrators would help their team members to think about old problems in new ways and let them what they are doing.

Gregorio S. Miranda (2007) transformational leadership was a type of leadership style that can inspire positive changes in those who follow. Transformational leaders generally energetic, enthusiastic and passionate not only are these leaders concerned and involved in the process; they were also focused on helping every member of the group succeed as well. Transformational leaders goes beyond managing day-to-day operation and crafts strategies for taking his company department or work team to the next performance and success.

**Leadership Traits of Selected School Administrators in Division of Laguna**

**Table 7. Level of Leadership Traits of Selected School Administrators in Division of Laguna In terms of Confidence**

STATEMENT	Mean	SD	Remarks
How important is it that a school administrator... believes in his or her own abilities?	4.60	0.54	Strongly Agree
be self-assured regarding his or her own decisions?	4.55	0.55	Strongly Agree
<b>treats everyone with respect regardless of position?</b>	4.78	0.42	Strongly Agree
be calm when confronted with problems?	4.68	0.52	Strongly Agree
<b>puts the success of their people and organization first?</b>	4.73	0.45	Strongly Agree
<b>Grand Mean/SD</b>	<b>4.67</b>	<b>0.50</b>	<b>Strongly Agree</b>
<b>Interpretation</b>	<b>Very High</b>		

*Legend:*

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

It can be seen that the respondents *strongly agree* that *school administrators treat team member with respect regardless of position* which gained the highest (M=4.78, SD=0.42). This implied that the school leaders treats his/her team members fairly regardless of their position. On the other hand, the respondents were *strongly agree* on the aspect that *school administrators be self-assured regarding his or her own decisions* with the lowest (M=4.55, SD=0.55). This meant that the respondents strongly agree that school administrators would have confidence regarding what his/her decision.

Belardo et al. (1998) as cited by Eleazar (2018) asserts that principal is an individual of definite ideas and has been in position long enough to win support for his ideas will be reflected in the life of the school and the community. The failure or success of any institutions is generally associated with management. It is the management which is accountable for plight of every organization.



**Table 8. Level of Leadership Traits of Selected School Administrators in Division of Laguna in terms of Initiative**

STATEMENT	Mean	SD	Remarks
<b>How important is it that a school administrator...</b>			
demonstrates a strong work ethic?	4.75	0.43	Strongly Agree
has a drive, being self-motivated to work hard at the job of superintendent?	4.50	0.67	Strongly Agree
demonstrates determination, overcoming adversity by aggressively seeking answers to problems?	4.55	0.55	Strongly Agree
empowers employees with authority and tools to succeed?	4.53	0.55	Strongly Agree
respects individual team member needs and attributes?	4.70	0.46	Strongly Agree
<b>Grand Mean/SD</b>	<b>4.61</b>	<b>0.55</b>	<b>Strongly Agree</b>
<b>Interpretation</b>	<b>Very High</b>		

*Legend:*

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

It can be seen that the respondents *strongly agree* that *school administrators demonstrates a strong work ethic* which gained the highest (M=4.75, SD=0.43). This implied that the school leaders demonstrate a strong work ethic in school community. On the other hand, the respondents were *strongly agree* on the aspect that *school administrators has a drive, being self-motivated to work hard at the job of superintendent* with the lowest (M=4.50, SD=0.67). This meant that the respondents strongly agree that school administrators would be self-motivated especially they are handling their team members.

Cruzaba (2007) in Directo (2000) stated in Eleazar (2018) that leadership is an important factor in the creation of good school. As a key school official, an empowered and autonomous principal effectively leads the school. The principal is largely responsible for all happen, or does not happen in the school.

**Table 9. Level of Leadership Traits of Selected School Administrators in Division of Laguna in terms of Leadership Motivation**

STATEMENT	Mean	SD	Remarks
<b>How important is it that a school administrator...</b>			
possesses a strong preference to be in a leadership, rather than a subordinate role?	4.33	0.61	Strongly Agree
has a willingness to assume responsibility for outcomes good and bad?	4.63	0.48	Strongly Agree
has a desire to influence and lead others?	4.60	0.58	Strongly Agree
inspires and motivate your team to work harder?	4.68	0.52	Strongly Agree
has a positive attitude and an optimist outlook, even when times are tough?	4.63	0.53	Strongly Agree
<b>Grand Mean/SD</b>	<b>4.57</b>	<b>0.56</b>	<b>Strongly Agree</b>
<b>Interpretation</b>	<b>Very High</b>		



Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

It can be seen that the respondents strongly agree that *school administrators inspire and motivate your team to work harder* which gained the highest (M=4.68, SD=0.52). This implied that the school leaders would inspire and motivate his/her to work harder. On the other hand, the respondents were *strongly agree* on the aspect that *school administrators possesses a strong preference to be in a leadership, rather than a subordinate role* with the lowest (M=4.33, SD=0.61).

It can be connected to Scott (2017) as cited by Bartolata (2018) statement that most employees need motivation to feel good about their jobs and perform optimally. Some employees are money motivated while often other finds the recognition and rewards personally motivating. Motivation levels within a workplace have direct impact on employees productivity.

**Table 10. Level of Leadership Traits of Selected School Administrators in Division of Laguna in terms of Professional Competence**

STATEMENT	Mean	SD	Remarks
<b>How important is it that a school administrator...</b>			
perceives as someone who is capable of doing the job that needs to be done?	4.55	0.55	Strongly Agree
possesses knowledge specific to education and uses that knowledge to make informed and logical decisions impacting the educational program of the district?	4.50	0.55	Strongly Agree
monitors the team to ensure they are performing correctly?	4.48	0.71	Strongly Agree
directs the team members with sanctions in order to get them to achieve the proper objectives?	4.28	0.84	Strongly Agree
5. possesses knowledge specific to school finance and uses that knowledge to make informed and logical decisions impacting the financial health of the district?	4.45	0.63	Strongly Agree
<b>Grand Mean/SD</b>	<b>4.45</b>	<b>0.67</b>	<b>Strongly Agree</b>
<b>Interpretation</b>	<b>Very High</b>		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
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3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

It can be seen that the respondents *strongly agree* that *school administrators perceives as someone who is capable of doing the job that needs to be done* which gained the highest (M=4.55, SD=0.55). On the other hand, the respondents were *strongly agree* on the aspect that *school administrators directs the team members with sanctions in order to get them to achieve the proper objectives* with the lowest (M=4.28, SD=0.84).

As cited by Eleazar (2018), administrative competence can be gauged through resource utilization as an integral part of all overall management of the school. Students learning outcome is influenced by appropriate utilization of school resources. Investing in educational resources is the key to ensuring that schools becoming institutions where students’ work together, learn from each other and benefit from a supportive school environment and consequently maximize student learning so that all student achieve their full learning potential. United Nations Scientific and Cultural Organization UNESCO (2007)



In addition, Ragas (2014) as cited by San Luis (2016), professional competence means that a person is working in a job where she finds fulfillments to the extent possible. He or she has a clear objective and enough competence., gets feedback and feels that she has challenging tasks and can be develop herself continuously.

**Table 11. Level of Leadership Traits of School Administrators in Division of Laguna In terms of Problem-Solving Ability**

STATEMENT	Mean	SD	Remarks
<b>How important is it that a school administrator...</b>			
capable to identify problems that need to be solved?	4.53	0.59	Strongly Agree
be creative in finding answers to complex problems?	4.60	0.58	Strongly Agree
is able to find the root cause of the problem?	4.60	0.54	Strongly Agree
is able to identify and utilize existing resources to solve district problems?	4.45	0.63	Strongly Agree
requires transparent communication where everyone's concerns and points of view are freely expressed?	4.68	0.52	Strongly Agree
<b>Grand Mean/SD</b>	<b>4.57</b>	<b>0.58</b>	<b>Strongly Agree</b>
<b>Interpretation</b>		<b>Very High</b>	

*Legend:*

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
2	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly Disagree	Very Low

It can be seen that the respondents *strongly agree* that *school administrators require transparent communication where everyone's concerns and points of view are freely expressed* which gained the highest (M=4.68, SD=0.52). This implied that the school leaders would have a transparent communication to everyone in the team. On the other hand, the respondents were *strongly agree* on the aspect that *school administrators able to identify and utilize existing resources to solve district problems* with the lowest (M=4.45, SD=0.63).

The statement of Bolin (2009) as cited by Alvarez (2018) is parallel to the results that the parallel to the results that principal's is in possible of facilitating the team in decision-making or problem-solving ability. As a facilitator in the process, s/he supports the teachers in developing skills in information gathering, problem solving and making decision. It includes providing assistance to and time for teachers to participate effectively in decision-making efforts by providing avenues through which teachers can develop skills, engage in dialogue, and access needed information. As teachers gain support from their school administrators, they becoming more empowered in the decision-making process.

**Significant Relationship between the School Administrator's Leadership Traits and Leadership Style**

Minitab 14 was used in computing the data gathered and treated them statistically using Pearson's R Correlation Coefficient. The computed p-values were compared to the level of significance at 0.05 to determine the significant relationship between the School Administrator's leadership traits and leadership style.



**Table 13. Significant Relationship between the School Administrator’s Leadership Traits and Leadership Style as to Authoritarian Style**

Variables	r-value	p-value	Degree of Correlation	Analysis
Confidence Authoritarian Style	0.153	0.343	Very Low	Not Significant
Initiative Authoritarian Style	0.253	0.115	Low	Not Significant
Leadership Motivation Authoritarian Style	0.079	0.629	Very Low	Not Significant
Professional Competence Authoritarian Style	0.350	0.027	Low	Not Significant
Problem-Solving Ability Authoritarian Style	0.154	0.344	Very Low	Not Significant

*\*Significant at .05 level of significance*

The result reveals the relationship between the school administrator’s leadership traits as to confidence, initiative, leadership motivation, professional competence and problem-solving ability and leadership style as to authoritarian style

It can be gleaned from the table that the obtained p-values of 0.343, 0.629 and 0.344 between confidence, leadership motivation and problem-solving ability traits and authoritarian leadership style respectively were all higher than the 0.05 level of significance which indicated a *not significant* analysis. The r-values of 0.153, 0.079 and 0.154 accordingly meant a very low correlation. Besides, the p values of 0.115 and -.027 between leader’s initiative and professional competence and their authoritarianism were also higher than the 0.05 level of significance which indicated a *not significant* analysis. The r-values of 0.253 and 0.350 indicates a low correlation. This further implied that the leadership traits had no relation to leadership style in terms of authoritarianism. This means that the leaders characteristics may not have implication on their authoritarian leadership style.

**Table 14. Significant Relationship between the School Administrator’s Leadership Traits and Leadership Style as to Democratic Style**

Variables	r-value	p-value	Degree of Correlation	Analysis
Confidence Democratic Style	0.668	0.000	Moderate	Significant
Initiative Democratic Style	0.582	0.000	Moderate	Significant
Leadership Motivation Democratic Style	0.748	0.000	High	Significant
Professional Competence Democratic Style	0.395	0.012	Low	Significant
Problem-Solving Ability Democratic Style	0.683	0.000	Moderate	Significant

*\*Significant at .05 level of significance*

**Legend**

Scale	Degree of Correlation
±1.00	Perfect correlation
±0.91 – ±0.99	Very high correlation
±0.71 – ±0.90	High correlation
±0.41 – ±0.70	Moderate correlation
±0.21 – ±0.40	Low correlation
±0.01 – ±0.20	Very low correlation
±0.00	No correlation



The data presented the relationship between the school administrator’s leadership traits as to confidence, initiative, leadership motivation, professional competence and problem-solving ability and democratic leadership style.

Surbhi (2017) as cited by Bartolata (2018) explained that democratic leadership style, the leaders consider the opinion of group and work accordingly. More over employee are informed about every matter which affects them. There exists an open-end communication, through which the subordinates can communicate directly with the other members of organization, be it top level or bottom level. Democratic leadership encourages the freedom of expressions, independent thinking and participative decision-making.

Moreover, the p-values of 0.000 between confidence, initiative and problem-solving ability and democratic leadership were lower than the 0.05 level of significance which indicated a significant analysis. The r-values of 0.668, 0.582 and 0.683 respectively indicates a moderate correlation. This further implied that the leadership traits were related to being a democratic leader. This means that confidence, initiative and problem-solving skills were manifested from democratic leaders.

Besides, the p-value of 0.012 between professional competence and democratic leadership was lower than the 0.05 level of significance which indicated a significant analysis. The r-values of 0.395 indicates a low yet significant correlation. This further meant a significant relationship between professional competence and being a democratic leader. A democratic leader must be competent in fulfilling his/her professional responsibilities.

**Table 15. Significant Relationship between the School Administrator’s Leadership Traits and Leadership Style as to Delegative Style**

Variables	r-value	p-value	Degree of Correlation	Analysis
Confidence Delegative Style	0.331	0.037	Low	Significant
Initiative Delegative Style	0.482	0.002	Moderate	Significant
Leadership Motivation Delegative Style	0.455	0.003	Moderate	Significant
Professional Competence Delegative Style	0.375	0.017	Low	Significant
Problem-Solving Ability Delegative Style	0.408	0.009	Moderate	Significant

*\*Significant at .05 level of significance*

**Legend**

Scale	Degree of Correlation
±1.00	Perfect correlation
±0.91 – ±0.99	Very high correlation
±0.71 – ±0.90	High correlation
±0.41 – ±0.70	Moderate correlation
±0.21 – ±0.40	Low correlation
±0.01 – ±0.20	Very low correlation
±0.00	No correlation

The data presented the relationship between the school administrator’s leadership traits as to confidence, initiative, leadership motivation, professional competence and problem-solving ability and delegative leadership style.

It was evident from the table that the obtained p-value of 0.002, 0.003, and 0.009 between initiative, leadership motivation and problem-solving ability and democratic leadership style was lower than the 0.05 level of significance which indicated a significant analysis. The r-value of 0.482, 0.455 and 0.408 implied a moderate correlation. This further indicates that there is a significant relationship between initiative, leadership motivation and problem-solving ability and delegative leadership.

Moreover, the p-values of 0.037 and 0.017 between confidence, and professional competence and delegative leadership were lower than the 0.05 level of significance which indicated a significant analysis. The r-values of 0.331, and 0.375 respectively indicates a low correlation. This further implied that the leadership traits



were related to being a delegative leader. This means that confidence and professional competence were manifested from delegative leaders.

**Table 16. Significant Relationship between the School Administrator’s Leadership Traits and Leadership Style as to Coaching Style**

Variables	r-value	p-value	Degree of Correlation	Analysis
Confidence Coaching Style	0.566	0.000	Moderate	Significant
Initiative Coaching Style	0.677	0.000	Moderate	Significant
Leadership Motivation Coaching Style	0.531	0.000	Moderate	Significant
Professional Competence Coaching Style	0.522	0.001	Moderate	Significant
Problem-Solving Ability Coaching Style	0.651	0.000	Moderate	Significant

*\*Significant at .05 level of significance*

**Legend**

Scale	Degree of Correlation
±1.00	Perfect correlation
±0.91 – ±0.99	Very high correlation
±0.71 – ±0.90	High correlation
±0.41 – ±0.70	Moderate correlation
±0.21 – ±0.40	Low correlation
±0.01 – ±0.20	Very low correlation
±0.00	No correlation

The data presented the relationship between the school administrator’s leadership traits as to confidence, initiative, leadership motivation, professional competence and problem-solving ability and coaching leadership style.

It was evident from the table that the obtained p-value of 0.000, 0.000, 0.000, 0.001 and 0.000 between confidence, initiative, leadership motivation, professional competence and problem-solving ability and coaching leadership style was lower than the 0.05 level of significance which indicated a significant analysis. The r-value of 0.566, 0.677, 0.531, 0.522 and 0.651 implied a moderate correlation. This further indicates that there is a significant relationship between confidence, initiative, leadership motivation, professional competence and problem-solving ability and coaching-style leadership.



**Table 17. Significant Relationship between the School Administrator’s Leadership Traits and Leadership Style as to Transformational Style**

Variables	r-value	p-value	Degree of Correlation	Analysis
Confidence Transformational Style	0.480	0.002	Moderate	Significant
Initiative Transformational Style	0.637	0.000	Moderate	Significant
Leadership Motivation Transformational Style	0.589	0.000	Moderate	Significant
Professional Competence Transformational Style	0.566	0.000	Moderate	Significant
Problem-Solving Ability Transformational Style	0.641	0.000	Moderate	Significant

*\*Significant at .05 level of significance*

**Legend**

Scale	Degree of Correlation
±1.00	Perfect correlation
±0.91 – ±0.99	Very high correlation
±0.71 – ±0.90	High correlation
±0.41 – ±0.70	Moderate correlation
±0.21 – ±0.40	Low correlation
±0.01 – ±0.20	Very low correlation
±0.00	No correlation

The data presented the relationship between the school administrator’s leadership traits as to confidence, initiative, leadership motivation, professional competence and problem-solving ability and transformational leadership style.

It was evident from the table that the obtained p-value of 0.000, 0.000, 0.000, 0.000 and 0.002 between confidence, initiative, leadership motivation, professional competence, and problem-solving ability and transformational leadership style was lower than the 0.05 level of significance which indicated a significant analysis. The r-value of 0.480, 0.637, 0.589, 0.566 and 0.641 implied a moderate correlation. This further indicates that there is a significant relationship between confidence, initiative, leadership motivation, professional competence and problem-solving ability and transformational leadership.

**RECOMMENDATIONS**

Based on the finding and conclusions presented, the researcher has arrived on the following recommendations.

1. Draft a program that may enhance better school administrator leadership style and traits. Survey may be conducted on the leadership style and traits used by the school administrators and draw specific program for each finding.
2. The school administrators may maintain the high level of motivation and satisfaction of the employees to have a good relationship to them.
3. The researcher would like to confide to the school administrators to maintain leadership styles that they’re using to their colleagues.
4. The result of the study may be endorsed the study to the school administrators for them to be able to choose the leadership style and traits that can be used to their employees.
5. School may use action plan matrix to solve the existing problems in the organization especially leadership style and traits.



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