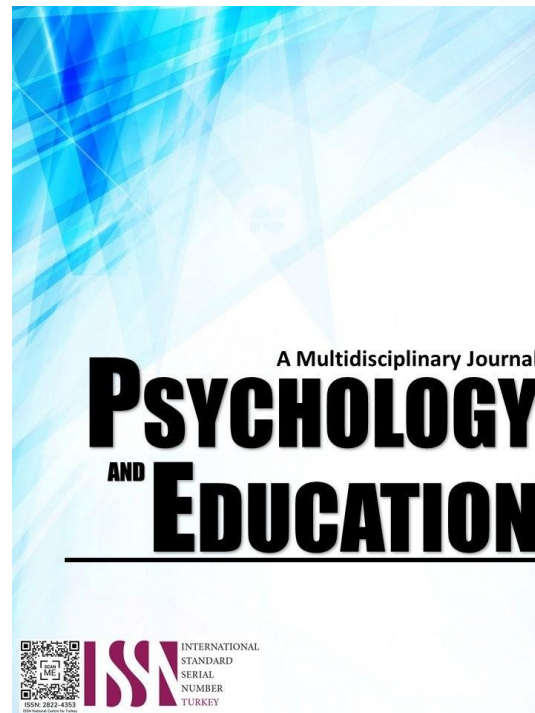


LEADERSHIP VALUES, PROACTIVE MANAGEMENT, PERSONALITY TRAITS, AND PRODUCTIVITY AMONG SCHOOL ADMINISTRATORS: A STRUCTURAL MODEL



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Leadership Values, Proactive Management, Personality Traits, and Productivity among School Administrators: A Structural Model

Sahanee M. Panolong,* Nenita I. Prado

For affiliations and correspondence, see the last page.

Abstract

This study aimed to develop a structural model to evaluate the factors influencing school administrators' productivity in elementary education, focusing on leadership values, proactive management, and personality traits. The study sought to determine the relationship between these variables and how they impact administrators' productivity. Data for this descriptive-correlational and causal-comparative research design were gathered from 360 public elementary teachers in the Ministry of Basic, Higher, and Technical Education (MBHTE) through a survey using digital platforms and printed questionnaires. The findings revealed strong positive correlations between these factors and administrators' productivity. Leadership attributes such as Idealized Influence, Intellectual Stimulation, and Individual Consideration, along with effective management strategies like Planning, Organizing, and Commanding, were linked to higher productivity. Additionally, personality traits such as Extraversion, Agreeableness, and Openness to Experience positively influenced productivity. Regression analysis showed that these variables explained 89.9% of the variability in productivity, with Commanding, Openness to Experience, and Neuroticism being significant predictors. Structural Equation Modeling confirmed that management strategies and personality traits were key in enhancing administrators' productivity. The study highlights the importance of fostering leadership behaviors, management strategies, and positive personality traits to improve school administrators' effectiveness and educational outcomes.

Keywords: *leadership values, proactive management, personality traits, administrators' productivity, structural model*

Introduction

School administrators' responsibilities go beyond simple administration in the ever-changing field of education, where every day presents new opportunities and problems. These educational leaders play a vital role in shaping the minds of future generations and setting standards for excellence within the learning community.

Although leadership is one of the highest personal and professional rewards, it is also grueling on the mind, body, and spirit of school leaders. Poor planning methods, a lack of technological tools, and excessive school paperwork lead to overworked school administrators failing to complete their jobs. Therefore, tracking the progress of every teacher and student and providing timely feedback can be difficult for them. Such pressure can lead to stress, resulting in decreased efficiency of the school administrators.

Northouse (2018) explains that leadership involves an individual influencing a group to achieve a common goal. Effective school leadership refers to administrators embracing values, taking initiative, possessing unique qualities, and cultivating productivity.

According to Naparan and Tulod (2021), effective time management is essential for an efficient school administrator. When properly applied, time management can significantly improve the productivity level of school administrators. Their research showed that good time management techniques, such as delegation of authority, prioritization of tasks, and structured scheduling, helped administrators effectively manage school operations. However, by using these strategies, administrators kept focused on instructional leadership, decision-making, and administrative headwinds despite being challenged by the problems of the moment. The research revealed that enhanced coordination among teachers, improved academic performance, and seamless school operations can be attributed to effective time allocation. It emphasizes that productivity among school administrators is directly linked to efficient time management.

Likewise, Pagaura (2020) investigated how innovative leadership characteristics influence the productivity of school administrators. School administrators who demonstrated visionary leadership, fostered teamwork, and built strong relationships were likelier to create a positive school environment and achieve overall institutional success, as revealed by this study. School administrators initiated reforms, motivated teachers, and encouraged collaborative decision-making, ultimately enhancing school productivity by adopting innovative leadership strategies. The research suggested that when administrators embrace creativity and adaptability in leadership, they can navigate challenges more effectively and create a more conducive learning environment for teachers and students.

Educational institutions face multifaceted challenges, from shifting pedagogical paradigms to societal expectations. Amidst these challenges, the efficacy of school administrators in fostering a positive and productive learning environment becomes paramount. However, the specific ways leadership values guide decision-making, how proactive management strategies navigate the complexities of the educational landscape, and how individual personality traits influence leadership dynamics remain inadequately explored within the school leadership literature.

In the ever-evolving landscape of education, school administrators play a vital role in guiding their institutions toward success. Number one in education is the ability to anticipate problems and take action to shape the course of events. Proactive strategies have a unique

articulation when it comes to Locus management. This study explores school administrators' proactive strategies to foster resilience and innovation within their institutions. Through a survey, the researcher aims to identify the effective practices and approaches the administrators use to navigate the constantly evolving educational environment.

It is human beings behind the titles and roles, with personalities that dramatically shape how they lead. The researcher is driven to humanize the discourse on educational leadership by exploring the diverse personality traits exhibited by school administrators. The study examines the personal strengths that underpin the leadership styles prevalent in educational systems through an extensive research survey and quantitative analysis. Through this, the researcher hopes to provide the field with a more robust understanding of how personality may play a role in school communities and the dynamics and relationships between the leader and the school.

In addition, productivity in educational leadership goes beyond traditional measures as it relates to student growth, teaching effectiveness, and the welfare of the whole school community. This study aimed to identify the relationships among leadership values, proactive management, personality traits, and productivity. It sought to process the interrelationships between these components to highlight trends and findings that can be used to develop effective leadership models attuned to the needs of varying educational contexts.

This journey showed how to extend valuable contributions to educational leadership. With this experience, the researcher sets out on her endeavor with a holistic understanding that the link between leadership values and proactive management in recognizing and leading with personality traits that promote productivity is key to the future of educational leadership — and ultimately, what the future educational institution will look like.

Research Questions

This study aimed to develop a structural model of school administrators' productivity about their leadership values, proactive management, and personality traits. Specifically, it sought to answer the following questions:

1. What is the level of leadership values of administrators in terms of:
 - 1.1. inspirational motivation;
 - 1.2. intellectual stimulation;
 - 1.3. idealized influence; and
 - 1.4. individual consideration?
2. What is the level of management strategies among administrators in terms of:
 - 2.1. planning;
 - 2.2. organizing;
 - 2.3. leading/commanding;
 - 2.4. coordinating; and
 - 2.5. controlling?
3. What is the level of personality traits of administrators in terms of:
 - 3.1. extraversion;
 - 3.2. agreeableness,
 - 3.3. openness to experience;
 - 3.4. conscientiousness; and
 - 3.5. neuroticism?
4. What is the level of productivity of school administrators in terms of:
 - 4.1. self-actualization;
 - 4.2. self-esteem;
 - 4.3. love and belonging;
 - 4.4. safety and security; and
 - 4.5. physiological needs?
5. Is there a significant relationship between productivity and:
 - 5.1. leadership values;
 - 5.2. proactive management; and
 - 5.3. personality traits?
6. Which variables have a significant influence on administrators' productivity?
7. What structural model best fits the school administrators' productivity?

Methodology

Research Design

The research designs for this study were descriptive-correlational and causal-comparative, both utilizing structural modeling. Descriptive correlational research, according to Bhat (2022), is a kind of study design that strives to describe the link between two or

more variables without making any assertions regarding cause and effect. To determine if there is a relationship between at least two variables entails gathering and evaluating data about them. Researchers gather information to understand the variables of interest better and determine their relationships through descriptive correlational research. The primary objective was to provide a comprehensive explanation of the variables and their relationships without altering them or making the assumption that one thing causes another.

Descriptive research aims to give a thorough description of a certain phenomenon and all of its characteristics. Rather than exploring the underlying reasons or mechanisms, its main goal is to describe what happened (Nasajji, 2015). Descriptive studies can collect qualitative data as well, but to find links, they frequently use statistical analysis and measurements like averages, percentages, and frequencies. For this investigation, a descriptive research design was used to address problems 1 to 4.

However, a study strategy that blends aspects of structural equation modeling (SEM) with causal-comparative research is the causal-comparative research design employing structural modeling. SEM is frequently used to assess if co-occurrence and variability of hidden and visible factors should be taken into consideration in a model (Ozyer et al., 2018). When combined, the terms "causal-comparative design" and "structural modeling" refer to a research methodology that investigates pre-existing causal relationships or associations between variables (causal-comparative) and uses structural equation modeling techniques to investigate the intricate relationships and underlying structures between those variables. Even in circumstances when actual experimental control is not feasible, this method enables a deeper examination of the correlations between variables.

To find patterns of correlation between variables, the study examined a particular problem. A structural equation model was developed through the application of structural modeling in a causal-comparative research approach. This method was utilized to identify the independent variables that influence the performance of school administrators in public schools, such as leadership values, proactive management, personality traits, and productivity.

Respondents

The participants in this study were selected public elementary teachers from the 5,656 elementary teachers across Lanao del Sur. Participants who were not associated with the three (3) school divisions of Lanao del Sur and are not public teachers are not allowed to participate in the study. However, as participation in the study was entirely voluntary, participants were free to withdraw without any negative consequences. Asserting the commitment of the participant to performing this investigation with honesty and impartiality, the researcher upholds the principles of transparency and prevents conflicts of interest.

The selection of teachers from Lanao del Sur as the target participants of the study was supported by theoretical arguments that emphasize the significance of cultural relevance as well as contextual factors unique to the educational environment of the area. This decision aligns with this study's objective of thoroughly examining the connection between school administrators and leadership values, proactive management, personality traits, and productivity in the culturally varied and contextually distinct environment of Lanao del Sur.

The determination of the sample size for this research employed the Raosoft calculator to yield a representative sample for proportions of a large population. Raosoft calculator allows for the calculation of an ideal sample size given a desired level of precision, desired confidence level, and the estimated attribute present in the population. In accordance with the prescribed parameters, wherein a margin of error of 5% is sought, a confidence level of 95% would be established, and the population under consideration amounts to 5,656 individuals, the calculated recommended sample size is determined to be 360 respondents.

The study used proportionate stratified random sampling to choose participants from the Divisions of Lanao del Sur. This technique involves selecting a sample size from a population so that every individual has an equal chance of success, and every potential merger chosen for the sample also has an equal chance of success. To ensure a probability-based approach, simple random sampling will also be employed to complete the participant selection process.

Using a questionnaire survey, the researcher collected data from the elementary teachers in Lanao del Sur Division. Teachers were involved throughout the data collection period, which is planned to be a single, 10 to 15-minute session. The participants received prior notification and were asked to select the most convenient day and time to participate in the study. They were also informed of any further follow-up that has to be done. To make data collection easier, the printed copies of the questionnaire were sent out.

Instrument

The data for this study were collected from self-administered surveys. Prior to the administration of surveys, a pilot test was conducted on thirty (30) teachers from Divisions of Lanao del Sur I, Lanao del Sur II, and Marawi City.

Four (4) sets of questionnaires were used to gather the data for this study to measure the leadership values, proactive management, personality traits, and productivity of school administrators.

The following instruments were used in the structure of the procedure for collecting information:

Part 1: Demographic Profile of the Participants

The participants who are public teachers were asked to provide the following demographic information: age, sex, school, and years of

teaching in Public Schools, which will be used for profiling and future studies.

Part II. Leadership Values (Inspirational Motivation, Intellectual Stimulation, Idealized Influence, Individual Consideration)

The investigator adapted and revised a questionnaire composed of 20 items on a five-point Likert scale from Likert (1932), as cited by Mcleod (2023). This was to determine the school administrator's Inspirational Motivation, Intellectual Stimulation, Idealized Influence, and Individual Consideration in leadership values.

Part III. Proactive Management (Planning, Organizing, Commanding, Coordinating, Controlling)

The investigator adapted and revised a questionnaire composed of 25 items on a five-point Likert scale from Likert (1932), as cited by Mcleod (2023). The purpose of the questionnaire was to determine the school administrator's planning, organizing, commanding, coordinating, and controlling in proactive management.

Part IV. Personality Traits (Extraversion, Agreeableness, Openness to Experience, Conscientiousness, Neuroticism)

The investigator adapted and revised a questionnaire composed of 10 items on a five-point Likert scale from Likert (1932), as cited by Mcleod (2023). This is to determine the school administrator's extraversion, agreeableness, openness to experience, conscientiousness, and neuroticism in personality traits.

Part V. Productivity (Self-actualization, Self-esteem, Love and belonging, Safety and security, Physiological needs)

The researcher adapted and revised a questionnaire composed of 10 items on a five-point Likert scale from Likert (1932), as cited by Mcleod (2023). The purpose of the questionnaire was to determine the school administrator's self-actualization, self-esteem, love and belonging, safety and security, and physiological needs in relation to productivity.

Procedure

To obtain the needed data for this investigation, the following procedures were upheld. To begin, the research instrument was prepared, which involved creating survey questions specifically for the teacher-respondents.

Prior to data gathering, clearance with LREB was secured. The next step was to obtain permission from the dean of the School of Teacher Education and approval from the School Division Superintendents to facilitate the administration of survey questionnaires and data retrieval. To secure this permission, formal letters outlining the purpose of the study and the request for authorization were personally delivered to the school division superintendents.

Once the Schools Division Superintendents granted the letter, the researcher proceeded to meet the respondents at a scheduled time. The consent forms that were given out with the survey questions were discussed with the respondents at the meeting. Respondents got a thorough explanation of the study's methods, with a focus on participant data protection and confidentiality in accordance with the 2012 Protection Act (DPA). Only the investigator had access to the safely stored data.

The administration of survey questionnaires, such as the Transformational Leaders (Bass et al., 1996), Administrative Management (Fayol, 1916), Five-Factor Model (McCrae & Costa, 1987), and Hierarchy of Needs (Maslow, 1954), is the major step of data gathering. There was plenty of time for participants to complete the survey, and they were encouraged to ask questions if they required clarification. Due to the survey's focus on professional experiences and lack of invasive questions, there is little risk associated with this study. Participants obtained useful research insights and enhanced self-awareness, which improved their instructional methods, even though there was no monetary incentive.

Following the conclusion of the first round of data collecting, a debriefing statement outlining the study's goal, methods, and contact information was sent out along with a title and a more comprehensive explanation. Furthermore, research findings were disseminated via scholarly publications and local educational forums. This promotes transparency, information sharing, and community involvement.

The collected data were then interpreted and analyzed, which led to informative study conclusions. In order to maintain ethical principles and guarantee the validity of study outcomes, the ensuing research protocols were followed appropriately:

This procedure comprised a careful assessment of the manuscripts to guarantee their quality and compliance with the study's objective. The adviser's advice and insights helped improve the research approach. Upon obtaining approval from the research adviser, the manuscript underwent assessment by the dean of the School of Teacher Education to validate its readiness and suitability for the proposal defense. The dean's input ensures that the proposed research aligns with the school's standards.

Following the successful proposal defense, the Research Ethics Application Form was completed and submitted to the Office of the Vice President for Research, Publication, and Extension, and the approved research proposal was subsequently submitted.

The Associate Director of the Research and Publication Office reviewed the proposal and Research Ethics form. This evaluation ensured that the submission adhered to the university's established guidelines and ethical standards. Upon completion, the documents were forwarded to the Vice President for Research, Publication, and Extension for further review and approval by the Research Ethics Review Committee.

The investigator then secured the respondents' consent to participate in the study to ensure they understood its purpose and procedures. Moreover, the participants were assured that all responses would be treated with the utmost confidentiality. While administering the survey, the participants were very participative. Some school administrators helped distribute the survey questionnaires to the teacher-respondents.

Before the day of the final research presentation, the final manuscript was forwarded to the adviser for evaluation and review on its quality, relevance, and compliance to the research standards before scheduling the final research presentation.

Following the approval of the adviser, the Research Coordinator thoroughly checked the paper to ensure the manuscript's completeness and alignment with the university's guidelines. The dean and coordinator met to schedule the paper presentation.

Following the final presentation, the Research Panel provided insightful comments and suggestions that should be incorporated into the manuscript to improve the paper's quality and accuracy, reflecting the panel members' combined expertise.

Upon panel approval, the manuscript underwent rigorous plagiarism and Grammarly tests at the Research and Publication Office to ensure the originality of the content and refine the paper's language and style.

After that, the investigator forwarded the completed manuscript to the assigned editor. After incorporating all the necessary revisions, the final paper was submitted to the adviser and panel members for signature and approval for binding.

Data Analysis

The following statistics were used to facilitate the analysis and interpretations:

For Problems 1, 2,3, and 4, descriptive statistics such as mean and standard deviation were used to determine the level of school administrator's leadership values in terms of Inspirational Motivation, Intellectual Stimulation, Idealized Influence, and Individual Consideration; the level of school administrator's proactive management in terms of planning, organizing, commanding, coordinating, and controlling; the level of school administrator's personality traits in terms of extraversion, agreeableness, openness to experience, conscientiousness, neuroticism; and the level of school administrator's productivity in terms of self-actualization, self-esteem, love and belonging, safety and security, and physiological needs.

For Problem 5, the Pearson Product-Moment Correlation was used to correlate productivity with leadership values, management strategies, and personality traits. This statistical technique is suitable as it is frequently employed to determine the direction and strength of the linear relationship between two continuous variables.

The degree of relationship between the variables is measured by the Pearson correlation coefficient, which may be used to assess if there is a noteworthy partnership between them. This technique has been applied in earlier research investigating the correlation between many factors, including the research by Sriruecha et al. (2017) on the Leadership Soft Skills of the SDHPH Directors and the Performance of the Subordinates.

For Problem 6, Multiple Regression Analysis was used to identify which variables significantly influence productivity. Multiple Regression is a suitable technique as it enables the investigator to investigate the connection between two or more independent variables and one dependent variable. The method helps identify which factors, in addition to their strength, significantly impact the dependent variable and the partnership's path. This technique has been applied in earlier research examining the elements that affect school administrators' productivity, as seen in Peter's (2018) study, which explores the impact of leadership behavior factors on work productivity by measuring the effect of factors from the full range leadership model and the leadership task model.

For Problem 7, Structural Equation Modeling (SEM) was used to find the structural model that best fits the administrators' productivity. SEM is frequently used to assess whether the co-occurrence and variability of hidden and visible factors should be considered in a model (Ozyer et al., 2018).

Structural equation modeling (SEM) is a powerful multivariate technique increasingly used in scientific investigation to test and evaluate multivariate causal relationships. SEMs differ from other modeling approaches in that they test the direct and indirect effects on pre-assumed causal relationships.

Results and Discussion

This section discusses the data shown in the tables and graphs. The data were analyzed, interpreted, and supported by related literature or studies.

The first part describes the leadership values, proactive management, personality traits, and level of productivity of school administrators as perceived by public elementary teachers. The second part assesses different structural models and best-fit models for administrators' productivity.

Problem 1. What is the level of leadership values of administrators in terms of: Inspirational Motivation; Intellectual Stimulation; Idealized Influence; and Individual Consideration?

Table 1. *Level of Leadership Values of Administrators in Terms of Inspirational Motivation*

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/She draws upon past achievements as a source of motivation, using them to propel himself/herself toward new challenges and triumphs.	4.56	.513	Strongly Agree	Very High
2.	Cultivating a positive mindset empowers him/her to inspire not only himself/herself but also those around her to overcome obstacles with resilience.	4.59	.540	Strongly Agree	Very High
3.	He/She shares personal success stories as a testimony to the transformative power of perseverance, motivating others to tackle new endeavors with enthusiasm.	4.51	.527	Strongly Agree	Very High
4.	He/she sets and pursues goals that align with long-term aspirations, ensuring a constant wellspring of inspiration in her life.	4.58	.493	Strongly Agree	Very High
5.	He/She provides a situation where teachers develop a sense of attachment to education endeavors and to the school.	4.46	.499	Strongly Agree	Very High
Over-all Mean		4.54	0.514	Strongly Agree	Very High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 1 presents the level of leadership values of administrators in terms of inspirational motivation. As shown in the table, indicator number 2, “Cultivating a positive mindset empowers him/her to inspire not only himself/herself but also those around him/her to overcome obstacles with resilience,” obtained the highest mean score of $M = 4.59$ ($SD = .540$). In contrast, indicator number 3, “He/She shares personal success stories as a testimony to the transformative power of perseverance, motivating others to tackle new endeavors with enthusiasm,” obtained the lowest mean score of $M = 4.51$ ($SD = .527$). The overall mean is $M = 4.54$ ($SD = .514$), described as strongly agree, indicating that school administrators have a very high level of leadership values in terms of inspirational motivation. Meanwhile, the overall mean for $SD = .540$ implies that the dispersion of the data is closer to the mean.

These findings are supported by Yalçinkaya et al. (2021), who claim that business conditions are increasingly competitive and that the focus on success makes employee motivation important both individually and organizationally. While motivation affects the morale of employees and their attitudes and behaviors towards the organization, it is also an important factor in achieving individual and organizational goals. This highlights the importance of motivation in creating a positive work environment in Lanao del Sur.

Directing individuals with different characteristics to unite around a common goal and achieve success within an organization is only possible if the manager properly coordinates and motivates the employees. From this perspective, management practices in schools, which encompass individuals with diverse characteristics and are among the largest organizations, can be considered among the primary factors that positively impact teachers’ motivation.

Schools are at the forefront of organizational structures whose products are “human.” Schools, which undertake the collective education function of individuals through various education and training activities, are among the organizational structures that communicate most with society and are comprised of multiple components, including students, parents, and the school environment.

Employees work at their best if they are motivated. Motivations are drives that push people to go out of their comfort zones and even excel. It is a given factor that contributes to both employee success and the success of the organization or department (Gamboa et al., 2022). This is also supported by Ellis (2022), who highlighted the importance of motivation, which could be beneficial in the context of Lanao del Sur. The role of motivation has a very critical impact on productivity and relationships within the organization. Furthermore, effective motivational practices can lead to a healthy organization. A leader administrator motivates, inspires, activates, guides, and directs teachers. This is possible through the sustainable professional development of administrators (Ertürki & Cleto, 2024).

Moreover, school motivation is not a one-size-fits-all strategy but rather a dynamic process that must adapt to the evolving needs of teachers and staff. School administrators can adopt evidence-based motivational practices such as recognizing achievements, providing constructive feedback, and creating opportunities for professional growth. By prioritizing open communication and collaboration, leaders can ensure that teachers feel supported and empowered to reach their full potential. When administrators actively align teachers’ aspirations with the school’s broader goals, they create an environment where motivation thrives, benefiting students, staff, and the wider community.

Table 2 presents the Level of Leadership Values of Administrators in terms of Intellectual Stimulation. As shown in table indicator number 4, “Seeking out new experiences and information, he/she consistently pushes boundaries, expanding his/her intellectual horizons and fostering growth,” obtained the highest mean score of $M = 4.58$ ($SD = .498$). In contrast, indicator number 2, “To maintain mental agility, he/she engages in thought-provoking activities that challenge existing perspectives and encourage critical thinking,” obtained the lowest mean score of $M = 4.48$ ($SD = .500$). The overall mean is $M = 4.54$ ($SD = .526$) described as strongly agree and can be interpreted that the school administrators have a very high level of leadership values in terms of Intellectual Stimulation. Meanwhile, the overall mean for $SD = .526$ implies that the dispersion of the data is closer to the mean.

Table 2. *Level of Leadership Values of Administrators in Terms of Intellectual Stimulation*

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/She encourages teachers to bring new ideas to the table.	4.53	.586	Strongly Agree	Very High
2.	To maintain mental agility, he/she engages in thought-provoking activities that challenge existing perspectives and encourage critical thinking.	4.48	.500	Strongly Agree	Very High
3.	He/She surrounds himself/herself with a variety of ideas and perspectives, creating an intellectually stimulating environment that fuels creativity.	4.57	.493	Strongly Agree	Very High
4.	Seeking out new experiences and information, he/she consistently pushes boundaries, expanding his/her intellectual horizons and fostering growth.	4.58	.498	Strongly Agree	Very High
5.	To stay intellectually stimulated, he/she embraces curiosity by asking questions and digging into subjects that arise her interest, thus fostering a lifelong love of learning.	4.54	.551	Strongly Agree	Very High
Over-all Mean		4.54	0.526	Strongly Agree	Very High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

In the context of Lanao del Sur, these findings align with the growing recognition of mentoring as a key strategy in the professional development of school administrators, particularly in the region's unique educational landscape. As highlighted by Yirci et al. (2023), mentoring is increasingly seen as a vital resource for providing both psychosocial and career support, especially for novice administrators who may face distinct challenges in a region characterized by diverse cultural and socio-economic realities.

In Lanao del Sur, where schools may face issues such as resource constraints, cultural nuances, and challenges related to local governance, effective mentoring can play a pivotal role in strengthening school leadership. Mentorship provides emotional support and guidance, enabling administrators to navigate the complexities of managing schools in areas with distinct cultural contexts and a need for strong community ties.

For school administrators in Lanao del Sur, acquiring successful leadership values and fostering a culture of innovation, creativity, and continuous learning are essential for overcoming these challenges. Encouraging administrators to actively seek out new experiences, whether through formal training or mentorship opportunities, can stimulate their professional growth and equip them with the skills needed to implement practical solutions in their schools.

Creating an environment that nurtures these qualities is particularly crucial in ensuring the sustainability and long-term success of schools in the region, which, in turn, positively impacts the educational outcomes for students and the broader community. Moreover, fostering a culture that values and rewards intellectual curiosity and problem-solving is vital in ensuring that administrators not only embrace challenges but also remain resilient in the face of adversity. By incorporating these qualities into the school's mission and vision, administrators can inspire both faculty and students to pursue excellence, ultimately benefiting the broader educational system in Lanao del Sur and beyond.

Table 3. *Level of Leadership Values of Administrators in Terms of Idealized Influence*

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/She leads by example, embodying the values and principles that inspire admiration and respect from those around him/her.	4.58	.499	Strongly Agree	Very High
2.	He/She consistently demonstrates integrity, setting a high standard for ethical behavior that others aspire to emulate.	4.53	.499	Strongly Agree	Very High
3.	Through authentic and transparent communication, he/she builds trust and credibility, establishing a foundation for idealized influence.	4.56	.545	Strongly Agree	Very High
4.	He/She fosters a positive and inclusive culture, creating an environment where individuals feel motivated and inspired to contribute their best	4.51	.573	Strongly Agree	Very High
5.	He/She actively seeks opportunities to mentor and guide others, serving as a role model and source of inspiration for professional and personal growth.	4.55	.590	Strongly Agree	Very High
Over-all Mean		4.55	0.541	Strongly Agree	Very High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 3 presents the level of leadership values of administrators in terms of idealized influence. As shown in the table, indicator number 1, “He/She leads by example, embodying the values and principles that inspire admiration and respect from those around him/her,” obtained the highest mean score of $M=4.58$ ($SD=.499$). In contrast, indicator number 4, “He/She fosters a positive and inclusive culture, creating an environment where individuals feel motivated and inspired to contribute their best,” obtained the lowest mean score of $M=4.51$ ($SD=.573$). The overall mean is $M=4.55$ ($SD=.541$), which is described as strongly agree and can be interpreted as the school administrators having a very high level of leadership values regarding idealized influence. Meanwhile, the overall mean for $SD=.573$ implies that the dispersion of the data is closer to the mean.

These findings are supported by the claim of Afshari (2022), which examined the relationship between idealized influence and employee organizational commitment across different cultural contexts. In the context of Lanao del Sur, the findings discussed by Afshari (2022) and Nidadhavolu (2018) regarding the importance of idealized influence are highly relevant, particularly given the region's diverse cultural and socio-political environment. As part of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), Lanao del Sur is characterized by a unique cultural and historical backdrop, significantly influencing the dynamics within schools and their leadership. In this setting, school administrators who demonstrate idealized influence can play a crucial role in fostering a committed and motivated workforce, particularly in the face of the challenges associated with local governance and community cohesion.

In Lanao del Sur, where schools may serve communities with varying cultural norms, values, and traditions, the role of school leaders as role models becomes even more essential. Leaders who embody the values of integrity, respect, and commitment to education can inspire teachers and students to follow suit. Given that the region is often affected by socio-political complexities and, at times, security issues, leaders who model ethical behavior and lead by example can provide stability and guidance in academic endeavors and contribute to community peace-building.

The findings of Afshari (2022), which highlight the significant impact of idealized influence on employee commitment, are particularly relevant for school administrators in Lanao del Sur. In a region where strong communal and familial ties influence school operations, administrators who embody the values they wish to instill are likelier to foster loyalty and dedication among teachers, staff, and students. This leads to better collaboration, improved school performance, and a sense of shared responsibility for the educational success of the community.

Moreover, as Nidadhavolu (2018) points out, the positive impact of idealized influence on employee performance is crucial in a region where educational outcomes are key to long-term development. In Lanao del Sur, school leaders who lead by example and uphold high moral standards can inspire their staff to achieve exceptional outcomes despite the challenges posed by resource constraints or socio-political instability. Leaders who maintain high ethical standards help create a positive and inclusive school environment where individuals feel motivated to contribute their best efforts toward improving education.

Targeted professional development programs can further support the development of idealized influence among school administrators in Lanao del Sur. Investing in leadership training focused on ethical decision-making, emotional intelligence, and effective communication enables administrators to cultivate these essential leadership qualities. Furthermore, mentorship programs and self-reflection practices can help leaders continuously refine their capacity to inspire and guide their teams effectively.

By fostering these leadership qualities, schools in Lanao del Sur can create a more resilient and high-performing educational environment that not only meets the academic needs of students but also contributes to the social cohesion and progress of the broader community. In this way, administrators can contribute to developing a positive organizational culture that upholds ethical behavior, promotes academic excellence, and ensures a sustainable, inclusive approach to education in the region.

Furthermore, strengthening the collaboration between local community leaders and educators will allow administrators to build trust further and reinforce the shared vision of educational success. This collective effort is critical to overcoming the challenges that may arise and ensuring that educational reforms are inclusive and relevant to the province's needs.

Table 4 presents the level of leadership values of administrators in terms of individual consideration. As shown in the table, indicator 1, "He/She demonstrates individual consideration by recognizing and appreciating the unique strengths and talents of each team member," obtained the highest mean score of $M=4.56$ ($SD=.512$).

Table 4. Level of Leadership Values of Administrators in Terms of Individual Consideration

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/She demonstrates individual consideration by recognizing and appreciating the unique strengths and talents of each team member.	4.56	.512	Strongly Agree	Very High
2.	He/She actively listens to the concerns and aspirations of others, fostering an environment where individual needs are acknowledged and valued.	4.53	.605	Strongly Agree	Very High
3.	He/She provides personalized support, tailoring leadership approaches to address the specific development goals and challenges of each team member.	4.50	.500	Strongly Agree	Very High
4.	He/She encourages open communication, creating a space where his/her team feels comfortable expressing individual opinions and ideas.	4.51	.500	Strongly Agree	Very High
5.	He/She takes the time to understand the personal and professional aspirations of team members, offering guidance and opportunities that align with their individual growth paths.	4.52	.500	Strongly Agree	Very High
Over-all Mean		4.52	0.523	Strongly Agree	Very High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

In contrast, indicator number 3, “He/She provides personalized support, tailoring leadership approaches to address the specific development goals and challenges of each team member,” obtained the lowest mean score of $M=4.50$ ($SD=.500$). The overall mean is $M=4.52$ ($SD=.523$) described as strongly agree and can be interpreted that the school administrators have an excellent level of leadership values in terms of Individual Consideration. Meanwhile, the overall mean for $SD=.523$ implies that the dispersion of the data is closer to the mean.

These findings are supported by the claims of Lim (2021), Khalil and Sahibzadah (2017), Ogola (2017), and Nidadhavolu (2018). In the context of Lanao del Sur, the findings from Lim (2021), Khalil and Sahibzadah (2017), Ogola (2017), and Nidadhavolu (2018) about the importance of Individualized Consideration in leadership are highly relevant, especially in the diverse and often challenging socio-cultural landscape of the region, particularly in Lanao del Sur.

Lim's (2021) assertion that recognition of success motivates teachers and enhances educational outcomes is particularly pertinent in Lanao del Sur. Many regional schools may not have the same level of resources or recognition that their counterparts in more developed areas might receive. Thus, ensuring that teachers' achievements are recognized—whether through formal awards, acknowledgment in meetings, or other forms of appreciation—becomes essential in maintaining motivation and ensuring that teachers continue to strive for excellence despite their challenges. Without this recognition, teacher morale could decrease, leading to a decline in the quality of education provided to students. This is a critical concern for communities striving to improve educational outcomes.

Individualized Consideration, a core component of transformational leadership, is critical in the Lanao del Sur context, where educators may face different challenges depending on their backgrounds, experiences, and the communities they serve. Administrators who recognize and address each teacher's unique needs and strengths can foster an atmosphere of respect, support, and growth. This personalized approach helps build stronger relationships between leaders and their teams, leading to higher job satisfaction, excellent teacher retention, and improved school performance.

Khalil and Sahibzadah (2017) and Ogola (2017) highlight that leaders who personalize their leadership approach and provide tailored support see improved job satisfaction and performance among employees. A personalized approach becomes even more vital for Lanao del Sur, where educators often work in challenging conditions and may not have access to the same level of professional development opportunities as their counterparts in more urbanized areas. School administrators who try to understand the personal and professional challenges their teachers face, whether related to community dynamics, cultural practices, or logistical hurdles, can provide more targeted support through mentorship, additional resources, or emotional encouragement.

In Lanao del Sur, the role of the school administrator goes beyond managing day-to-day tasks; it extends to being a mentor and guide. For example, when administrators recognize a teacher's commitment to the community or dedication to a particular subject area, they can help these teachers grow by offering tailored development opportunities. This approach improves teacher morale and job performance and enhances the overall educational experience for students, who benefit from a motivated and supported teaching staff.

Finally, Nidadhavolu's (2018) finding that Individualized Consideration leads to a more engaged and effective workforce is particularly important in Lanao del Sur. Schools in this region often play a central role in community development, and teachers who feel supported and valued are more likely to go above and beyond in their roles, fostering a positive school culture that extends beyond academic performance to broader community well-being. When administrators exhibit Individualized Consideration, they not only enhance the performance of their teachers but also contribute to creating a more inclusive, supportive, and resilient educational environment.

In conclusion, applying the principles of Individualized Consideration in school leadership in Lanao del Sur can transform the educational landscape by fostering a more motivated, engaged, and high-performing workforce. Administrators who take the time to understand and nurture the individual strengths and needs of their teachers will contribute not only to their professional development but also to improving educational outcomes for the students, ultimately benefiting the entire community.

Table 5 presents the summary of mean scores for the level of leadership values of administrators. As shown in the table sub-construct, Idealized Influence obtained the highest mean of $M=4.55$ ($SD=.541$), followed by Intellectual Stimulation ($M=4.54$, $SD=.526$) and Inspirational Motivation ($M=4.54$, $SD=.514$), and last is Individual Consideration ($M=4.52$, $SD=.523$). The overall mean is $M=4.54$ ($SD=.526$), described as strongly agree, indicating that the school administrators have a very high level of leadership values. Meanwhile, the overall mean for $SD=.526$ implies that the dispersion of the data is closer to the mean. These findings are supported by various research.

Table 5. Summary of Mean Scores for the Level of Leadership Values of Administrators

<i>Sub-constructs</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Inspirational Motivation	4.54	0.514	Strongly Agree	Very High
Intellectual Stimulation	4.54	0.526	Strongly Agree	Very High
Idealized Influence	4.55	0.541	Strongly Agree	Very High
Individual Consideration	4.52	0.523	Strongly Agree	Very High
Over-all Mean	4.54	0.526	Strongly Agree	Very High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

In the context of Lanao del Sur, the concept of idealized influence within transformational leadership is particularly relevant due to the region's unique cultural and socio-political environment. In this setting, school administrators who exhibit idealized influence—acting as ethical role models and demonstrating a compelling vision—can profoundly impact the educational community, fostering trust, respect, and a commitment to the shared goal of improving education.

Al-Husseini and Elbeltagi's (2019) findings about the positive impact of idealized influence on organizational innovation are significant in Lanao del Sur. In a region where educational resources may be limited, fostering a culture of innovation is crucial. Leaders who model high ethical standards and establish a clear vision can inspire teachers and staff to think creatively, share knowledge, and work collaboratively to solve problems. For instance, school administrators who lead by example, demonstrating integrity and resilience, can encourage teachers to innovate with limited resources and find creative solutions to challenges, such as adapting teaching methods to meet the needs of diverse student populations or overcoming logistical issues.

The ability of school leaders to inspire creativity and problem-solving, as emphasized by Kark, Van Dijk, and Vashdi (2018), is also vital in Lanao del Sur. In an area with complex cultural dynamics and varying local needs, the ability of administrators to create a supportive and vision-driven environment can motivate teachers to embrace new teaching practices or explore alternative approaches to enhance student learning. For example, school leaders who emphasize ethical behavior and clear communication can guide teachers through the challenges posed by regional issues, such as limited access to technology or ongoing political instability, while also promoting creative solutions that align with the cultural and social values of the community.

Breevaart and Bakker (2018) highlighted the role of idealized influence in enhancing employee well-being and engagement, which is especially significant in Lanao del Sur. Teachers in this region may face high job demands, such as working in under-resourced schools or dealing with community challenges. School administrators who exemplify resilience, prioritize teacher well-being, and create a supportive environment can help reduce stress and increase job satisfaction. Leaders who demonstrate idealized influence by providing consistent support and focusing on the emotional and professional needs of their staff can help foster a more engaged and productive teaching workforce, which is crucial for the long-term sustainability of education in the region.

Furthermore, the importance of intellectual stimulation in fostering creativity and innovation, as highlighted by Avolio, Walumbwa, and Weber (2021), is particularly relevant in the context of Lanao del Sur. School leaders who challenge their staff to think critically and explore new ideas can foster a culture of continuous professional development. Given the diverse educational challenges in Lanao del Sur, such as varying levels of educational preparedness among students or a need for culturally responsive teaching methods, administrators who promote intellectual stimulation can motivate teachers to engage in professional learning and adapt to changing educational needs, thus improving overall school performance.

Inspirational motivation is another critical component of transformational leadership, which is strongly endorsed by the findings in Lanao del Sur. As Zhu, Avolio, and Walumbwa (2016) note, leaders who communicate a compelling vision can increase employee commitment and organizational engagement. In Lanao del Sur, where communities may face challenges such as social fragmentation or political instability, school administrators who provide a clear vision for the future of education can unify their teams. By articulating an inspiring vision that aligns with the community's values and educational goals, administrators can build strong emotional connections with teachers, students, and parents, fostering a sense of collective purpose.

Finally, individual consideration, while rated slightly lower in some studies, is still an essential aspect of leadership in Lanao del Sur. As Gumusluoglu and Ilsev (2020) explain, leaders who provide individualized attention to the growth and development of their staff create an environment that enhances employee engagement and retention. In a region with a strong sense of community, where relationships and personal connections are highly valued, school administrators who take the time to understand the unique strengths, challenges, and aspirations of each teacher can help foster a supportive environment. This personalized attention boosts teacher morale and contributes to a more inclusive and practical educational experience for students.

In conclusion, school administrators in Lanao del Sur who exhibit idealized influence—acting as ethical role models and demonstrating a clear, compelling vision—can significantly impact the success and sustainability of schools. These leaders can build a positive, engaged, high-performing educational environment by fostering innovation, motivating staff, and supporting individual teacher development. Such leadership practices are crucial in overcoming the region's challenges and ensuring that students in Lanao del Sur receive the best possible education aligned with the values and needs of their community.

Problem 2. What is the level of management strategies among administrators in terms of: Planning, Organizing, Commanding, Coordinating, and Controlling?

Table 6 presents the level of management strategies among administrators in terms of Planning. As shown in the table, indicator number 2, "He/She carefully analyzes objectives, breaking them down into manageable tasks to ensure a structured and efficient approach to work," obtained the highest mean score of $M=4.58$ ($SD=.494$).

In contrast, indicator number 4, "He/She embraces strategic planning, aligning short-term actions with overarching objectives to maintain focus and direction," obtained the lowest mean score of $M=4.40$ ($SD=.608$). The overall mean is $M=4.48$ ($SD=.569$), indicating an agreeable level of management strategies among school administrators, particularly in the Planning area. Meanwhile, the

overall mean for $SD=.569$ implies that the dispersion of the data is closer to the mean.

Table 6. *Level of Management Strategies among Administrators in Terms of Planning*

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/she recognizes the importance of effective planning in achieving long-term goals and laying a clear roadmap for success.	4.49	.578	Agree	High
2.	He/She carefully analyzes objectives, breaking them down into manageable tasks to ensure a structured and efficient approach to work.	4.58	.494	Strongly Agree	Very High
3.	He/She understands that thorough planning minimizes uncertainties, allowing for proactive problem-solving and adaptability.	4.44	.530	Agree	High
4.	He/She embraces strategic planning, aligning short-term actions with overarching objectives to maintain focus and direction.	4.40	.608	Agree	High
5.	He/She prioritizes planning as a key element of time management, optimizing productivity by allocating resources efficiently.	4.51	.637	Strongly Agree	Very High
Over-all Mean		4.48	0.569	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

The findings regarding strategic planning are particularly relevant to Lanao del Sur. Strong management strategies—such as breaking down objectives into manageable tasks and aligning short-term actions with long-term goals—remain crucial for the success of schools in Lanao del Sur.

The high mean score ($M=4.58$, $SD=.494$) in the study for the indicator "He/She carefully analyzes objectives, breaking them down into manageable tasks" reflects the importance of structured, task-oriented planning in Lanao del Sur's schools. This is especially critical in a province where schools often deal with limited resources and external challenges like community unrest or logistical difficulties. School administrators who break down complex educational goals into smaller, actionable tasks can better guide their staff through daily activities, ensuring that operations run smoothly despite these external pressures. This approach helps enhance organizational efficiency, particularly in schools where day-to-day management is essential for maintaining stability and consistency in learning environments.

However, the slightly lower mean score ($M=4.40$, $SD=.608$) for "He/She embraces strategic planning, aligning short-term actions with overarching objectives" highlights a challenge faced by administrators in Lanao del Sur: balancing immediate operational needs with long-term educational goals. Leithwood, Day, and Sammons (2022) stress that aligning short-term actions with long-term objectives is often difficult, especially in areas where the school system is navigating multiple challenges, such as rebuilding trust within communities or addressing gaps in educational infrastructure. School administrators in Lanao del Sur may face additional difficulties in strategic planning due to political instability or fluctuating government policies, making it hard to maintain consistency in long-term objectives. These factors can make it more challenging for school leaders to ensure that day-to-day actions align with broader, more ambitious educational development and sustainability goals.

The research by Gurr and Drysdale (2021), which emphasizes the importance of balancing both tactical and strategic planning, is particularly applicable in Lanao del Sur, where administrators must navigate both immediate crises and the broader vision of educational reform in the region. In such a setting, administrators need to react swiftly to immediate needs, such as responding to infrastructure issues, while keeping an eye on long-term objectives like improving student learning outcomes and fostering a supportive educational environment. As indicated in this study, the slight difficulty in aligning short-term actions with long-term goals could reflect the complexities that school leaders in Lanao del Sur face in trying to balance these competing priorities, especially in a resource-constrained environment.

Additionally, Day, Gu, and Sammons (2021) highlight the importance of reflective leadership, which involves regularly assessing and adjusting strategies based on changing circumstances. Reflective leadership practices are crucial in Lanao del Sur, where local conditions can change rapidly. Administrators who practice reflection can adjust their strategies to ensure that they remain aligned with the school's long-term goals even as they deal with short-term challenges—such as political or security-related disruptions. Developing reflective leadership practices could help school administrators in Lanao del Sur remain adaptable, ensuring immediate responses to crises do not derail their broader vision for educational progress.

In conclusion, while school administrators in Lanao del Sur demonstrate strong task-oriented management strategies, as seen in their ability to break down objectives into manageable tasks, the challenge remains to align short-term actions with long-term goals. Given the region's socio-political context, balancing tactical and strategic planning is vital for maintaining school improvement and ensuring long-term educational goals are met. Fostering reflective leadership practices will be key for administrators to navigate these challenges, ensuring that their leadership remains adaptable and aligned with immediate needs and overarching educational objectives.

Table 7 presents the level of management strategies among administrators in terms of Organizing. As shown in table indicator number

4, “He/She creates a well-organized work environment, fostering a culture of orderliness and facilitating smoother collaboration among team members,” obtained the highest mean score of $M=4.52$ ($SD=.624$). In contrast, indicator number 3, “He/She focuses on organizing resources efficiently, allocating them strategically to meet objectives and optimize performance,” obtained the lowest mean score of $M=4.40$ ($SD=.634$).

Table 7. *Level of Management Strategies Among Administrators in Terms of Organizing*

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/she organizes tasks and responsibilities systematically, ensuring that everyone on the team understands their roles and contributes effectively.	4.48	.606	Agree	High
2.	He/She establishes clear structures and workflows, streamlining processes to enhance efficiency and productivity.	4.42	.650	Strongly Agree	Very High
3.	He/She focuses on organizing resources efficiently, allocating them strategically to meet objectives and optimize performance.	4.40	.634	Agree	High
4.	He/She creates a well-organized work environment, fostering a culture of orderliness and facilitating smoother collaboration among team members.	4.52	.624	Agree	High
5.	He/She recognizes the importance of organizing information, maintaining accessible documentation to support informed decision-making and effective communication.	4.46	.670	Strongly Agree	Very High
Over-all Mean		4.45	0.637	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

The overall mean is $M=4.45$ ($SD=.637$), described as agree, indicating that school administrators have a good level of management strategies among administrators in terms of Organizing. Meanwhile, the overall mean for $SD=.637$ implies that the dispersion of the data is more scattered around the mean.

Based on the findings, school administrators appear to demonstrate a strong level of management strategies in Organizing, with particular strength in creating a well-organized work environment. The high mean score of $M=4.52$ ($SD=.624$) for the indicator “He/She creates a well-organized work environment, fostering a culture of orderliness and facilitating smoother collaboration among team members” reflects the importance of creating an environment that promotes clarity, structure, and efficient communication. Research supports this finding, as Fullan (2016) emphasizes that effective school leaders prioritize building a culture of orderliness, which not only enhances collaboration but also contributes to the overall productivity and performance of the school. A well-organized environment helps facilitate teamwork, ensuring that everyone works towards shared goals with clear roles and responsibilities.

However, the lower mean score of $M=4.40$ ($SD=.634$) for the indicator “He/She focuses on organizing resources efficiently, allocating them strategically to meet objectives and optimize performance” suggests a challenge in effectively managing resources to meet strategic objectives. Hargreaves and Fullan (2018) argue that one of the key challenges in educational leadership is the efficient allocation of resources, particularly in the face of budget limitations and staffing shortages. The slight difference between the two indicators suggests that while administrators excel at fostering an organized environment, there is room for improvement in the strategic distribution of resources to optimize performance across all areas. This aligns with findings from Robinson (2017), who notes that effective resource allocation requires careful planning and consideration of both short-term needs and long-term school goals, which can be challenging to achieve in practice.

The overall mean of $M=4.45$ ($SD=.637$), categorized as “agree,” suggests that school administrators generally exhibit a good level of management strategies in terms of organizing. This supports research by Leithwood and Louis (2019), who argue that strong leadership in organizing is essential for the effective functioning of a school, particularly when it comes to the efficient use of time, personnel, and materials. A score of 4.45 reflects that while administrators generally perform well in organizing tasks and fostering collaboration, there are areas for further refinement. The relatively higher standard deviation of .637 indicates some variability in how different administrators approach organizing, suggesting that while most administrators successfully create an organized work environment, there are differences in how resources are allocated and used.

In conclusion, while school administrators are generally effective in organizing work environments and fostering collaboration, the findings suggest continued focus on resource allocation and management. As Day et al. (2021) highlight, effective organizational strategies require a well-structured environment and a strategic approach to resource allocation that aligns with immediate and long-term goals. The findings suggest that administrators can further enhance their organizational effectiveness and optimize school performance by focusing on more efficient and strategic resource management.

Looking ahead, school administrators need to adopt data-informed decision-making processes to enhance resource allocation and improve organizational strategies. Incorporating tools such as data analytics and feedback mechanisms can help administrators identify areas of inefficiency and adjust their approaches accordingly. Furthermore, professional development opportunities focused on resource management and strategic planning can empower administrators to handle challenges such as budget constraints or competing priorities effectively. By continually evolving their practices and leveraging available tools, administrators can ensure that their schools operate

efficiently, fostering environments that support staff and student success.

Table 8 presents the level of management strategies among administrators in terms of Commanding. As shown in the table, indicator number 4, “He/She motivates the team through confident and authoritative communication, instilling a sense of purpose and direction,” obtained the highest mean score of $M=4.53$ ($SD=.504$). In contrast, indicator number 2, “He/She inspires confidence through assertive communication, ensuring that everyone understands their roles and responsibilities,” obtained the lowest mean score of $M=4.40$ ($SD=.634$). The overall mean is $M=4.46$ ($SD=.58$), described as agree, indicating that school administrators have a good level of management strategies among administrators in terms of Organizing. Meanwhile, the overall mean for $SD=.637$ implies that the dispersion of the data is more scattered around the mean.

Table 8. *Level of Management Strategies Among Administrators in Terms of Commanding*

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/She exercises effective commanding by providing clear directives and expectations and guiding the team with a strong and decisive leadership style.	4.47	.605	Agree	High
2.	He/She inspires confidence through assertive communication, ensuring everyone understands their roles and responsibilities.	4.40	.626	Agree	High
3.	He/She employs a commanding approach when quick decisions are necessary, demonstrating leadership in high-pressure situations.	4.40	.676	Agree	High
4.	He/She motivates the team through confident and authoritative communication, instilling a sense of purpose and direction.	4.53	.504	Strongly Agree	Very High
5.	He/She leverages a commanding leadership style to enforce discipline when needed, maintaining order and focus within the team.	4.52	.516	Strongly Agree	Very High
Over-all Mean		4.46	0.58	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

In the context of Lanao del Sur, the findings on school administrators' management strategies, particularly in terms of commanding and motivating their teams. The highest mean score ($M=4.53$, $SD=.504$) for the indicator “He/She motivates the team through confident and authoritative communication, instilling a sense of purpose and direction” highlights the importance of clear and authoritative communication in Lanao del Sur's schools. This is especially critical in a region where community tensions and security concerns create uncertainty. School administrators who communicate with confidence and authority are better equipped to provide direction in such an environment. These leaders instill a sense of purpose and foster trust and respect, which is essential for motivating their teams, particularly in schools that might be located in conflict-affected areas. Administrators communicate decisively in a region like Lanao del Sur, where external pressures can impact daily operations. They can unite their staff around a shared mission to ensure smooth school functioning.

However, the slightly lower mean score ($M=4.40$, $SD=.634$) for the indicator “He/She inspires confidence through assertive communication, ensuring that everyone understands their roles and responsibilities” suggests a challenge faced by administrators in Lanao del Sur. While school leaders generally excel in authoritative communication, ensuring complete role clarity among all team members may prove difficult, particularly in a region where diverse cultural backgrounds and varying levels of education among staff can affect communication dynamics. In Lanao del Sur, where many schools serve students from diverse ethnic and religious backgrounds, administrators may encounter difficulties ensuring that all teachers and staff clearly understand their responsibilities, which could be further complicated by language barriers, varying levels of educational attainment, or even political and ideological divisions. This finding is consistent with Robinson's (2017) research, which

Emphasizes the importance of assertive communication in fostering role clarity and accountability, while also acknowledging that such communication can be perceived as overly directive, especially in contexts with complex relationships and power dynamics.

The overall mean score ($M=4.46$, $SD=.58$) in the study reflects a generally good level of management strategies in commanding, aligning with Day, Gu, and Sammons (2021), who stress that effective leadership involves not only providing direction but also ensuring that team members feel confident in their roles. In Lanao del Sur, schools often operate in challenging conditions, and administrators must balance authoritative communication with a collaborative approach to ensure their team feels directed and supported. The variability in scores, indicated by the higher standard deviation ($SD=.637$), suggests that different administrators may exhibit varying levels of success in inspiring confidence through assertive communication, which may depend on their communication style and their team's reception. Some administrators may excel in motivating their staff through clear, authoritative communication. In contrast, others may struggle to strike the right balance, particularly when trust-building is key to overcoming challenges.

Finally, Hargreaves and Fullan (2018) highlight the importance of combining authoritative communication with collaboration. In Lanao del Sur, where schools often face external challenges such as security concerns or infrastructure problems, reflective and adaptable leaders are more likely to foster strong team dynamics. Administrators in this region must be able to adjust their communication style based on the unique needs of their team members and the specific challenges they face. For example, a school leader in a conflict-affected area may need to use more empathetic and supportive communication to maintain morale and ensure staff and student safety. This highlights the need for ongoing development in communication strategies, enabling school administrators in Lanao del Sur to

leverage their strengths in authoritative communication while also focusing on improving role clarity and confidence across their teams.

In conclusion, while school administrators in Lanao del Sur demonstrate strong communication strategies, as seen in their ability to motivate their teams through confident and authoritative communication, there remains room for growth in ensuring complete role clarity and fostering confidence in all team members. Given the region's unique challenges, administrators must continue to refine their communication skills, adopting a more reflective and adaptive approach to meet the evolving needs of their diverse school communities. Through this ongoing development, administrators can enhance their ability to inspire and lead effectively, ensuring that schools in Lanao del Sur are well-positioned to navigate challenges and achieve long-term educational success.

Table 9 presents the Level of management strategies among administrators in terms of coordinating. As shown in table indicator number 5, "He/She emphasizes the importance of coordinating efforts across departments, facilitating a cohesive approach to complex projects and challenges" obtained the highest mean score of $M=4.51$ ($SD=.500$). In contrast, indicator number 1 "He/She excels in coordinating tasks and activities, ensuring seamless collaboration among team members to achieve common goals" obtained the lowest mean score of $M=4.39$ ($SD=.692$).

Table 9. Level of Management Strategies Among Administrators in Terms of Coordinating

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/She excels in coordinating tasks and activities, ensuring seamless collaboration among team members to achieve common goals.	4.39	.692	Agree	High
2.	He/She demonstrates effective coordination by aligning individual efforts with overall objectives and optimizing the use of resources.	4.47	.500	Agree	High
3.	He/She plays a key role in coordinating schedules and deadlines and maintaining a well-organized workflow that enhances team efficiency.	4.49	.500	Agree	High
4.	He/She fosters teamwork through skillful coordination, encouraging open communication and synergy among team members.	4.48	.500	Agree	High
5.	He/She emphasizes coordinating efforts across departments and facilitating a cohesive approach to complex projects and challenges.	4.51	.500	Strongly Agree	Very High
Over-all Mean		4.47	0.538	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

The overall mean is $M=4.47$ ($SD=.538$), indicating an "agree" response, which suggests that school administrators possess a good level of management strategies in terms of coordination. Meanwhile, the overall mean for $SD=.538$ implies that the dispersion of the data is scattered around the mean.

In the context of Lanao del Sur, the findings on coordination efforts and the role of school administrators in facilitating collaboration are especially relevant. The high mean score ($M=4.51$, $SD=.500$) for the indicator "He/She emphasizes the importance of coordinating efforts across departments, facilitating a cohesive approach to complex projects and challenges" shows that Lanao del Sur's school administrators understand the importance of collaboration, especially in a region where schools often face a range of external pressures, such as political instability and infrastructure deficits. By promoting coordination across departments, administrators help ensure that diverse teams—from teachers and local government units to non-governmental organizations—work together towards common educational goals. This approach helps foster a sense of unity and collective purpose, which is crucial in an environment where external factors can disrupt the educational process. The high score aligns with Day, Gu, and Sammons's (2021) findings, who argue that effective leadership requires fostering cross-departmental collaboration to address complex educational challenges.

However, the slightly lower mean score ($M=4.39$, $SD=.692$) for the indicator "He/She excels in coordinating tasks and activities, ensuring seamless collaboration among team members to achieve common goals" suggests that administrators in Lanao del Sur encounter some difficulties in ensuring that collaboration is perfectly seamless. This is consistent with Leithwood and Louis (2019), who highlight that while coordination is a critical skill for school leaders, it can be challenging when interpersonal dynamics or unclear roles create barriers. In Lanao del Sur, where schools may have limited resources and face logistical challenges, ensuring smooth collaboration among different departments or teams can be difficult. For example, schools may work with community groups or organizations with varying objectives or priorities, hindering seamless collaboration.

The overall mean score of $M=4.47$ ($SD=.538$) reflects that, generally, administrators in Lanao del Sur are successful at coordinating efforts, which is consistent with the work of Hargreaves and Fullan (2018), who emphasize the importance of leadership in not just making decisions but also coordinating the efforts of various teams. In Lanao del Sur, where external resources may be scarce, administrators who are effective in coordinating efforts help streamline decision-making and ensure that resources are used efficiently, particularly when responding to immediate crises, such as security threats or natural disasters.

The variability in coordination strategies, indicated by the higher standard deviation ($SD=.538$), may reflect different leadership styles and challenges faced by administrators across the region. Robinson (2017) also notes that coordination in educational settings often faces barriers such as conflicting departmental priorities or limited resources. In Lanao del Sur, these issues may be exacerbated by the complex political and socio-economic environment, where educational policies may shift with changes in local governance and access to resources is not always equitable. Some school administrators may be more adept at coordinating efforts, while others may face

challenges aligning all team members due to external pressures or internal disagreements.

As Robinson (2017) points out, school leaders need to establish clear communication channels and foster a culture of collaboration to overcome such barriers. In a region where trust-building is crucial, ensuring that all stakeholders—teachers, parents, and local leaders—are aligned and working together toward a common goal is vital for school improvement.

In light of these findings, it is clear that successful coordination in Lanao del Sur is a dynamic and ongoing process. By prioritizing professional development, strengthening interpersonal relationships, fostering trust among stakeholders, and ensuring transparency in decision-making processes, administrators can enhance collaboration and improve their ability to meet the needs of their students. Lanao del Sur's educational leaders must remain adaptable, learning to address internal and external challenges while maintaining a unified vision for school success. These findings suggest that while school administrators in Lanao del Sur are performing well in coordinating efforts, there is room for growth in overcoming the barriers to seamless collaboration. Continued reflection and adaptation will be essential in ensuring that the diverse teams working within the schools can function cohesively and achieve the broader educational objectives for the region.

Table 10 presents the level of management strategies among administrators in terms of controlling. As shown in the table, indicator number 1, “He/She implements effective controlling measures to monitor progress, ensuring that goals are met within established timelines,” obtained the highest mean score of $M=4.46$ ($SD=.515$).

Table 10. *Level of Management Strategies Among Administrators in Terms of Controlling*

Item	Indicators	Mean	SD	Description	Interpretation
1.	He/She implements effective controlling measures to monitor progress, ensuring that goals are met within established timelines.	4.46	.515	Agree	High
2.	He/She evaluates performance regularly, using feedback and metrics to identify areas for improvement and maintain high standards.	4.43	.511	Agree	High
3.	He/She exercises controlling by implementing strategic adjustments when necessary, adapting plans to changing circumstances.	4.42	.516	Agree	High
4.	He/She emphasizes the importance of quality control, ensuring that processes meet specified standards for optimal outcomes.	4.45	.526	Agree	High
5.	He/She enforces financial controls, manages budgets, and expenditures to maintain fiscal responsibility and organizational stability.	4.44	.535	Strongly Agree	Very High
Over-all Mean		4.44	0.521	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

In contrast, indicator number 3, “He/She exercises control by implementing strategic adjustments when necessary, adapting plans to changing circumstances,” obtained the lowest mean score of $M=4.42$ ($SD=.516$). The overall mean is $M=4.44$ ($SD=.521$), which is described as agree, indicating that school administrators have a good level of management strategies in place to control. Meanwhile, the overall mean for $SD=.521$ implies that the dispersion of the data is scattered around the mean.

The high mean score ($M=4.44$, $SD=.521$) for the overall indicator of controlling reflects that school administrators in Lanao del Sur are generally effective in monitoring progress and maintaining control over their management strategies. This aligns with the work of Hargreaves and Fullan (2018), who stress the importance of setting clear goals and continuously monitoring progress to ensure objectives are met within set timelines. In Lanao del Sur, where schools may face frequent disruptions—such as security-related challenges or sudden changes in government policy—tracking progress and making necessary adjustments in real time becomes essential. Administrators who are proactive in monitoring can quickly identify any delays or obstacles and respond accordingly, ensuring that educational goals are achieved despite external pressures.

However, the slightly lower mean score ($M=4.42$, $SD=.516$) for the indicator “He/She exercises control by implementing strategic adjustments when necessary, adapting plans to changing circumstances” suggests that administrators in Lanao del Sur may encounter challenges when it comes to making strategic adjustments in response to unforeseen events or shifting conditions.

Leithwood and Louis (2019) argue that effective school leaders must demonstrate flexibility, especially in regions where internal or external factors can rapidly alter the course of action. In Lanao del Sur, administrators often deal with unpredictable changes such as security incidents, government transitions, or community unrest. Adapting strategies under these conditions requires strong situational awareness and the ability to make decisions under pressure. This reflects the study's finding that while administrators generally perform well in maintaining control, their ability to adjust plans swiftly may sometimes be hindered by the urgency or complexity of the circumstances.

The variability in results, reflected in the standard deviation ($SD=.521$), further suggests that while some school leaders are more adaptable and capable of implementing adjustments when required, others may face more difficulties. Robinson (2017) highlights that successful leadership relies on monitoring progress and adapting strategies as necessary. However, in Lanao del Sur, where educational

infrastructure may be underdeveloped and external resources limited, administrators may struggle to make significant changes when conditions shift rapidly. For instance, adjustments to the curriculum, teaching methods, or school resources may be hindered by the lack of flexibility in the system or the difficulty in mobilizing resources quickly.

The findings are consistent with those of Day et al. (2021), who discuss the importance of balancing consistency with adaptability in leadership. In Lanao del Sur, maintaining school stability—especially in volatile conditions—can sometimes conflict with adapting plans to immediate needs. For example, school leaders may need to prioritize short-term crisis management, such as responding to natural disasters, over long-term educational strategies, which can further complicate the implementation of strategic adjustments.

Leithwood and Louis (2019) emphasize that leaders must be able to make strategic decisions in real-time, but doing so in a region with limited resources and unpredictable conditions adds complexity.

These findings underscore the importance of flexibility and situational awareness in leadership practices in Lanao del Sur. While administrators are generally firm in monitoring progress, the ability to adapt to changing circumstances—such as political shifts, security concerns, or sudden resource shortages—remains a critical area for improvement. In a region where rapid changes are common, adapting plans while focusing on broader educational goals will be essential for sustained school improvement.

In conclusion, while Lanao del Sur's school administrators successfully monitor progress and maintain control, the challenges related to adapting plans to changing circumstances highlight the need for more flexibility and strategic foresight development. To address these challenges, administrators should prioritize professional development that enhances their decision-making under pressure and builds capacity for adaptive leadership. Additionally, fostering collaboration and trust among local stakeholders will allow administrators to more effectively navigate the complexities they face, ensuring the alignment of tasks with broader educational goals despite the province's volatility.

Table 11. *Summary of Mean Scores for the Level of Proactive Management Among Administrators*

<i>Sub-constructs</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Planning	4.48	0.569	Agree	High
Organizing	4.45	0.637	Agree	High
Leading/Commanding	4.46	0.58	Agree	High
Coordinating	4.47	0.538	Agree	High
Controlling	4.44	0.521	Agree	High
Over-all Mean	4.46	0.56	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 11 presents the summary of mean scores for the level of proactive management among administrators. As shown in the table, Planning obtained the highest mean score of $M=4.48$ ($SD=.569$), followed by Coordinating ($M=4.47$, $SD=.538$), Leading/Commanding ($M=4.46$, $SD=.58$), Organizing ($M=4.45$, $SD=.637$), and last is Controlling ($M=4.44$, $SD=.521$). The overall mean is $M=4.46$ ($SD=.56$), described as agree, and it can be interpreted that the school administrators have a high level of management strategies. Meanwhile, the overall mean for $SD=.56$ implies that the dispersion of the data is scattered around the mean.

The high mean score for planning ($M=4.48$) indicates that administrators in Lanao del Sur understand the importance of proactive planning in ensuring educational success. Hargreaves and Fullan (2018) argue that school leaders who invest in thorough planning are better equipped to anticipate challenges and direct resources efficiently. This is particularly critical in Lanao del Sur, where unpredictable circumstances—such as security issues, fluctuating political landscapes, and community unrest—can disrupt the educational process. Administrators in this region likely rely on strategic planning to anticipate and address potential challenges. This proactive approach enables them to manage the complexities of the local context, ensuring that educational goals and the school's vision are met, even amidst external pressures.

The mean score for coordinating ($M=4.47$) highlights the strong emphasis on collaboration across departments and teams within schools in Lanao del Sur. Leithwood and Louis (2019) emphasize the importance of coordination in ensuring that all stakeholders—teachers, staff, local government, and community leaders—work together toward common goals. Given the region's cultural diversity and the complex relationships between various ethnic groups, effective coordination in Lanao del Sur can help bridge gaps, foster cooperation, and enhance the school's ability to navigate local challenges. For example, administrators may need to coordinate efforts between schools, local government units (LGUs), and NGOs to address resource shortages or socio-political unrest. The high score suggests that regional administrators are generally proficient in fostering collaboration to achieve shared educational goals, even in the face of these challenges.

The commanding aspect ($M=4.46$) reflects the ability of administrators in Lanao del Sur to provide clear, authoritative leadership, inspiring confidence and guiding their teams effectively. In a region where the educational system may face external threats or internal challenges, confident leadership is crucial for ensuring stability and maintaining a clear sense of direction. Robinson (2017) notes that effective leaders communicate their vision assertively and help teams understand their roles within that vision. In Lanao del Sur, where leadership can sometimes be tested by external factors such as political tensions or security issues, this commanding style of leadership can help maintain focus and motivation within schools. The high score suggests that administrators can inspire and guide their teams

even in challenging circumstances, creating a positive work environment where staff are clear on their roles and responsibilities.

The organizing score ($M = 4.45$) highlights the administrators' ability to structure resources and allocate tasks efficiently in Lanao del Sur, despite the challenges posed by limited resources. Day, Gu, and Sammons (2021) highlight that successful administrators ensure that the right people are in the right roles, a crucial strategy in resource-constrained environments. In Lanao del Sur, where infrastructure deficits and limited financial resources are prevalent, the ability to organize efficiently ensures that available resources—whether financial, human, or material—are utilized in the most effective manner possible. Administrators' ability to make the most of the resources at their disposal, ensuring that every teacher and staff member has clear responsibilities, is critical in a region where operational constraints may require administrators to be incredibly resourceful.

The controlling score ($M = 4.44$) indicates that school administrators in Lanao del Sur are generally effective in monitoring progress and adjusting plans as needed. However, the slightly lower score ($M = 4.44$) for controlling, particularly in the context of making strategic adjustments, suggests that there are still challenges in responding to changing circumstances in real time. Leithwood and Louis (2019) emphasize that while leaders must be adaptable and flexible, making real-time adjustments can be challenging when faced with external disruptions, such as political instability, changes in government policy, or natural disasters. The challenges faced in Lanao del Sur—ranging from security issues to inconsistent educational policies—can complicate administrators' ability to make necessary adjustments quickly. This score reflects the variability in how well school leaders can balance monitoring progress with the need for strategic flexibility, especially in a region marked by unpredictability.

In conclusion, the findings suggest that school administrators in Lanao del Sur generally excel in areas such as planning, coordination, leading, organizing, and controlling, which aligns with the research by Hargreaves and Fullan (2018), Leithwood and Louis (2019), and Robinson (2017). The intense focus on planning and coordination highlights the administrators' understanding of the importance of clear strategies and collaboration, especially in a region facing complex challenges. However, the slight variability in scores, particularly for controlling, indicates that there is still room for growth in adapting plans to changing circumstances. Given the region's unique challenges—such as resource limitations, political instability, and security concerns—further professional development and adaptive leadership training will be crucial for enhancing the capacity of school leaders to adjust their strategies in real time, ensuring continuous improvement in the quality of education despite external disruptions.

Problem 3. What is the level of personality traits of administrators in terms of: extraversion, agreeableness, openness to experience, conscientiousness, and Neuroticism?

Table 12. *Level of Personality Traits of Administrators in Terms of Extraversion*

Item	Indicators	Mean	SD	Description	Interpretation
1.	Thrives in social settings, where his/her extraversion shines through as he/she engages enthusiastically with others.	4.40	.612	Agree	High
2.	Draws energy from social interactions, finding that group activities and collaboration fuel his/her motivation and creativity.	4.47	.516	Agree	High
3.	Is known for being outgoing and expressive, readily initiating conversations and connecting with people in various situations.	4.30	.656	Agree	High
4.	Enjoys networking and building relationships, utilizing his/her extraversion to create a broad and supportive social circle.	4.44	.535	Agree	High
5.	Tends to be energized by external stimuli, seeking out lively and dynamic environments where he/she can thrive and contribute actively.	4.41	.531	Agree	High
Over-all Mean		4.40	0.57	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 12 presents the level of personality traits of administrators in terms of extraversion. As presented in the table, indicator number 2, “draws energy from social interactions, finding that group activities and collaboration fuel his/her motivation and creativity,” obtained the highest mean score of $M=4.47$ ($SD=.516$). In contrast, indicator number 3, “is known for being outgoing and expressive, readily initiating conversations and connecting with people in various situations,” obtained the lowest mean score of $M=4.30$ ($SD=.656$). The overall mean is $M=4.40$ ($SD=.570$), described as agree, indicating that school administrators exhibit a high level of extraversion personality traits. Meanwhile, the overall mean for $SD = .516$ implies that the dispersion of the data is scattered around the mean.

The findings reveal that administrators generally exhibit strong traits associated with extraversion, though with some variability in specific aspects. The highest mean score, $M=4.47$ ($SD=.516$), was observed for the indicator “draws energy from social interactions, finding that group activities and collaboration fuel his/her motivation and creativity.” This result aligns with contemporary research on extraversion, which emphasizes the role of social interactions in energizing individuals with high extraversion. Carson et al. (2020) highlight that extraverted leaders are often characterized by their enthusiasm and energy in group settings, drawing motivation from social engagement and using it to fuel creativity and productivity. The decisive score for this indicator suggests that administrators tend to thrive in collaborative environments and use social interactions as a catalyst for their work.

However, the indicator “is known for being outgoing and expressive, readily initiating conversations and connecting with people in

various situations,” with a lower mean score of $M=4.30$ ($SD=.656$), suggests that while administrators generally score highly on extraversion, they may not always initiate conversations or be highly expressive in all situations. This finding is consistent with studies on extraversion, which acknowledge that while extraverts are typically sociable and outgoing, they may not always be equally expressive in every context. According to Soto et al. (2019), individuals with high extraversion often excel in social settings. However, their degree of expressiveness can vary depending on the environment or the nature of the interaction. This variability might explain the slightly lower mean score for the second indicator in your study, which points to some variation in how administrators express their outgoing nature.

The overall mean score of $M=4.40$ ($SD=.570$) for extraversion suggests that school administrators, on the whole, display a good level of extraversion. The literature confirms that extraverted leaders tend to perform well in social and leadership contexts, benefiting from their ability to engage with others effectively. Zhao and Jiang (2021) conducted a study showing that extraverted administrators are often seen as more approachable and persuasive, with their social energy positively influencing their leadership style. This is consistent with the findings in your study, where administrators’ ability to engage in social interactions and derive motivation from group activities is reflected in the high mean score for extraversion.

Regarding the variability in scores, the standard deviation of $SD=.570$ indicates a moderate spread of responses around the mean, suggesting that while most administrators demonstrate a strong extraverted personality, some may score lower on specific aspects of extraversion, such as initiating conversations.

Costa and McCrae (2018) note that personality traits like extraversion are not always consistent across different contexts, and individual differences in how one expresses these traits can lead to some dispersion in the data. This variability is common in studies of personality traits and suggests that, while administrators generally have high extraversion, their expressions of this trait may differ depending on the circumstances.

Overall, the results of this study suggest that school administrators exhibit a high level of extraversion, aligning with the broader literature on the importance of extraversion in leadership roles. Extraverted leaders are known for their ability to engage with others, draw energy from social interactions, and drive creativity and collaboration.

Table 13. *Level of Personality Traits of Administrators in Terms of Agreeableness*

Item	Indicators	Mean	SD	Description	Interpretation
1.	Is characterized by his/her agreeableness, fostering harmonious relationships by showing empathy and understanding in interactions.	4.51	.500	Strongly Agree	Very High
2.	Values cooperation and teamwork, often prioritizing the needs of others and contributing to a positive group dynamic.	4.41	.614	Agree	High
3.	Is known for him/her agreeable nature, creating a supportive and inclusive atmosphere where everyone feels heard and valued.	4.50	.500	Strongly Agree	Very High
4.	Tends to avoid conflict, preferring to find compromises and solutions that accommodate the perspectives of others.	4.52	.499	Strongly Agree	Very High
5.	Embodies agreeableness by demonstrating kindness and compassion, making her a reliable and approachable team member	4.53	.537	Strongly Agree	Very High
Over-all Mean		4.50	0.53	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 13 presents the level of personality traits of administrators in terms of agreeableness. As presented in the table, indicator number 5, “embodies agreeableness by demonstrating kindness and compassion, making her a reliable and approachable team member,” obtained the highest mean score of $M=4.53$ ($SD=.537$). In contrast, indicator number 2, “values cooperation and teamwork, often prioritizing the needs of others and contributing to a positive group dynamic,” obtained the lowest mean score of $M=4.41$ ($SD=.614$). The overall mean is $M=4.50$ ($SD=.53$), which is described as agree. It can be inferred that the school administrators exhibit a high level of agreeableness. Meanwhile, the overall mean for $SD=.53$ implies that the dispersion of the data is scattered around the mean.

In the context of Lanao del Sur, a region with a unique socio-cultural and political landscape, the findings about agreeableness among school administrators provide valuable insight into how leadership is shaped in this province. The high mean score for kindness and compassion ($M=4.53$) indicates that administrators in Lanao del Sur demonstrate strong empathy and care for their teams, which is particularly important in a region where trust and interpersonal relationships can be vital for success.

By being approachable and empathetic, administrators can foster positive relationships among staff, students, and the community, creating an environment where individuals feel valued. This is consistent with the research by O’Boyle et al. (2025), which highlights that leaders who exhibit agreeableness are more likely to build trust and create positive work environments. In Lanao del Sur, these traits are essential in maintaining a cohesive school environment, mainly when external challenges such as security issues or political instability affect the community.

The slightly lower score for cooperation and teamwork ($M=4.41$) suggests that, while administrators in Lanao del Sur are generally agreeable, there are instances where cooperation may not be as pronounced. This could be due to the complexities of decision-making

in the region, where administrators often have to make difficult choices that balance the needs of individual teams with broader organizational or governmental objectives. This aligns with the findings by Judge et al. (2017), who noted that while agreeable leaders are cooperative, they may struggle assertively when making tough decisions.

The overall high mean score of 4.50 for agreeableness reflects that administrators in Lanao del Sur generally demonstrate high levels of kindness, empathy, and cooperation. These attributes are crucial for effective leadership, particularly in a region where educational leaders are often tasked with navigating complex interpersonal dynamics and community relationships.

Mikolajczak et al. (2020) emphasize that leaders who are high in agreeableness are often seen as supportive and approachable, which helps build a positive school environment. In Lanao del Sur, these traits are essential in fostering collaboration not just within schools but also across different sectors of the community, including local government units (LGUs), non-governmental organizations (NGOs), and other stakeholders.

However, the variability indicated by the standard deviation ($SD = .53$) shows that while most administrators perform well in demonstrating these agreeable traits, there are differences in how these traits are expressed. Costa and McCrae (2018) noted that while agreeableness is generally stable, contextual factors such as local political dynamics, community relations, or personal leadership styles can influence how administrators exhibit traits like kindness and empathy. This variability might be seen in how administrators approach issues such as conflict resolution, resource distribution, or community disagreements.

In a region like Lanao del Sur, where diverse groups often experience cultural and political tension, agreeableness plays a crucial role in conflict resolution. Administrators who exhibit high agreeableness can mediate disputes effectively, fostering dialogue between conflicting parties and finding mutually beneficial solutions. Given the ethno-religious diversity in Lanao del Sur, having leaders who can navigate these complexities with empathy and collaboration is vital. In schools, this skill helps resolve conflicts between staff and contributes to a positive learning environment where students from different backgrounds feel accepted and valued.

In conclusion, the findings suggest that Lanao del Sur's school administrators exhibit high levels of agreeableness, which is crucial for fostering trust, collaboration, and positive relationships in the school environment. The slight variability in cooperation and teamwork scores reflects the challenges of balancing individual or team needs with the broader organizational or community goals, which are common in regions with limited resources and high external pressures. By emphasizing empathy, collaboration, and inclusive decision-making, school administrators in Lanao del Sur can strengthen their leadership impact and contribute to the region's educational success, creating environments where staff and students can thrive despite the challenges.

Table 14. *Level of Personality Traits of Administrators in Terms of Openness to Experience*

Item	Indicators	Mean	SD	Description	Interpretation
1.	Exhibits a high level of openness to experience, often seeking new ideas and perspectives to broaden his/her understanding of the world.	4.39	.650	Agree	High
2.	Embraces creativity and innovation, demonstrating openness to unconventional solutions and approaches.	4.55	.497	Strongly Agree	Very High
3.	Enjoys exploring diverse interests and is open to new activities, fostering a sense of curiosity and adaptability.	4.53	.499	Strongly Agree	Very High
4.	Values intellectual curiosity, often engaging in deep and thoughtful conversations to satisfy his/her desire for continuous learning.	4.59	.491	Strongly Agree	Very High
5.	Is open to unconventional and avant-garde ideas, finding inspiration in the unfamiliar and pushing the boundaries of conventional thinking.	4.48	.500	Agree	High
Over-all Mean		4.51	0.52	Strongly Agree	Very High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 14 presents the level of personality traits of administrators in terms of openness to experience. As presented in the table, indicator number 4, “values intellectual curiosity, often engaging in deep and thoughtful conversations to satisfy his/her desire for continuous learning,” obtained the highest mean score of $M=4.59$ ($SD=.491$). In contrast, indicator number 1, “exhibits a high level of openness to experience, often seeking out new ideas and perspectives to broaden his/her understanding of the world,” obtained the lowest mean score of $M=4.39$ ($SD=.65$). The overall mean is $M=4.51$ ($SD=.52$) described as strongly agree and can be interpreted that the school administrators have a very high level of personality traits in terms of openness to experience. Meanwhile, the overall mean for $SD=.52$ implies that the dispersion of the data is scattered around the mean.

The findings regarding the level of personality traits of school administrators in terms of openness to experience suggest that administrators generally exhibit a strong inclination toward intellectual curiosity and learning, reflecting the key characteristics of this personality trait. The highest mean score ($M=4.59$, $SD=.491$) was recorded for the indicator focusing on the desire for continuous learning and engaging in thoughtful conversations to satisfy intellectual curiosity. This result aligns with research on openness to experience, which is associated with a preference for exploration, curiosity, and seeking out new knowledge.

DeYoung et al. (2015) emphasize that individuals high in openness are often intellectually curious, seeking experiences that broaden

their understanding and provide learning opportunities. The high score in this dimension indicates that administrators in the study value intellectual growth, engaging in deep conversations to enrich their knowledge and foster continuous personal and professional development.

In contrast, the indicator focusing on seeking new ideas and perspectives to broaden one's understanding of the world ($M=4.39$, $SD=.65$) recorded the lowest mean score. While the administrators in the study demonstrate a strong desire for learning, this slightly lower score suggests that, in some situations, they may not always actively seek out new perspectives or ideas beyond their immediate context.

McCrae (2017) notes that openness to experience can vary in intensity across individuals, particularly in actively seeking new ideas. Some individuals may be more inclined to seek diverse perspectives, while others may focus more on deepening their knowledge. The slight difference in mean scores may reflect this variability, where administrators prioritize intellectual curiosity but may not always seek radically new perspectives in all contexts.

The overall mean score of 4.51 ($SD=.52$) for openness to experience suggests that, on the whole, the school administrators in the study exhibit a strong level of this personality trait. McCrae and Costa (2019) discuss how openness to experience is often linked with creative and adaptive leadership, as individuals who score high on this trait are more likely to embrace innovative solutions and explore new possibilities in problem-solving. The high score for openness to experience in this study implies that administrators are open to new ideas, value intellectual engagement, and are likely to bring fresh approaches to their schools, contributing to an environment of innovation and continuous improvement.

The standard deviation of .52 indicates a moderate spread around the mean, suggesting that while most administrators show high openness to experience, there is some variability in how this trait is expressed. Zhao et al. (2021) point out that while openness to experience is a stable trait, its expression can vary depending on situational factors.

Administrators may exhibit high openness in contexts that encourage intellectual exchange but might show more restraint in situations that demand adherence to tradition or existing structures. The dispersion in the data reflects this variability, where some administrators may be more inclined toward exploring new ideas. In contrast, others may focus more on practical applications and refining established methods.

The findings from this study demonstrate that school administrators generally exhibit a strong level of openness to experience, with a significant emphasis on intellectual curiosity and a desire for continuous learning. These results align with existing research by DeYoung et al. (2015), McCrae (2017), McCrae and Costa (2019), and Zhao et al. (2021), which emphasize the role of openness in fostering creativity, adaptability, and leadership effectiveness.

While there is some variability in how administrators engage with new ideas, the overall high mean scores suggest that openness to experience is a defining trait of effective leadership in the school context, contributing to an environment that encourages intellectual growth and innovation.

Table 15. *Level of Personality Traits of Administrators in Terms of Conscientiousness*

Item	Indicators	Mean	SD	Description	Interpretation
1.	Demonstrates high conscientiousness through meticulous planning and attention to detail, ensuring tasks are completed to the highest standard.	4.40	.513	Agree	High
2.	Is known for his/her reliability, consistently delivering work on time, and maintaining a strong work ethic.	4.46	.499	Agree	High
3.	Excels in organizational skills, creating structured systems that contribute to efficient and effective project management.	4.49	.500	Agree	High
4.	Values precision and accuracy, displaying conscientiousness by thoroughly reviewing and refining work before finalizing it.	4.38	.509	Agree	High
5.	Takes a disciplined approach to goal-setting, consistently working towards objectives with determination and perseverance.	4.43	.496	Agree	High
Over-all Mean		4.43	0.503	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 15 presents the level of personality traits of administrators in terms of conscientiousness. As presented in the table, indicator number 3, “excels in organizational skills, creating structured systems that contribute to efficient and effective project management.” obtained the highest mean score of $M=4.49$ ($SD=.500$), while indicator number 4, “values precision and accuracy, displaying conscientiousness by thoroughly reviewing and refining work before finalizing it” obtained the lowest mean score of $M=4.38$ ($SD=.509$). The overall mean is $M=4.43$ ($SD=.503$), described as agree, indicating that school administrators exhibit a high level of conscientiousness. Meanwhile, the overall mean for $SD=.503$ implies that the dispersion of the data is scattered around the mean.

Conscientiousness, one of the five major personality traits, has consistently been associated with strong organizational and leadership skills. Research by Zhao et al. (2021) highlights that highly conscientious individuals excel in goal-directed behavior, planning, and attention to detail, which are critical for school administrators. This aligns with the finding that indicator number 18, “excels in organizational skills, creating structured systems that contribute to efficient and effective project management,” obtained the highest

mean score. Zhao et al. (2021) further emphasize that conscientious individuals will likely thrive in administrative roles that require structure and reliability.

Similarly, a study by Demerouti et al. (2019) discusses the role of conscientiousness in work engagement and productivity. The study underscores that conscientious leaders display precision and accuracy in their tasks, traits highlighted in indicator number 19, "values precision and accuracy, displaying conscientiousness by thoroughly reviewing and refining work before finalizing it." Although this indicator scored slightly lower, it still reflects the administrators' strong inclination toward conscientiousness, as indicated by the overall mean score of $M=4.43$.

Furthermore, Soto and John (2017) found that conscientiousness is linked to high performance in structured environments. They concluded that individuals with this trait are more likely to create systems that enhance efficiency, supporting the findings that school administrators exhibit a good level of conscientiousness. The study also notes that conscientious individuals are adept at managing multiple responsibilities, which is essential for administrators handling diverse tasks.

In the educational context, Tett and Burnett (2020) highlighted that conscientious school leaders often serve as role models by setting high standards for themselves and others. They found conscientious administrators implement structured systems and ensure adherence to deadlines, fostering a culture of accountability within their schools. This supports the interpretation that the high overall mean score reflects school administrators' strong conscientiousness.

Lastly, research by Judge et al. (2015) connects conscientiousness with effective leadership and decision-making. Administrators with this trait tend to be meticulous and goal-oriented, contributing to their ability to manage complex projects efficiently. The study reinforces the importance of conscientiousness in fostering both individual and organizational success, echoing the findings that school administrators exhibit a good level of this personality trait.

Table 16. Level of Personality Traits of Administrators in Terms of Neuroticism

Item	Indicators	Mean	SD	Description	Interpretation
1.	Tends to be more emotionally sensitive, and under stress, his/her neuroticism may manifest in heightened anxiety or worry.	4.24	.691	Agree	High
2.	Experiences fluctuations in mood more intensely, and his/her neurotic tendencies may influence responses to challenging situations.	4.33	.695	Agree	High
3.	Maybe more prone to self-doubt and worry, as neuroticism can contribute to a heightened sense of vulnerability.	4.35	.633	Agree	High
4.	May find it helpful to develop coping strategies, as his/her neurotic traits can sometimes lead to heightened emotional responses.	4.32	.598	Agree	High
5.	Benefits from creating a supportive environment, as positive surroundings can help mitigate the impact of neurotic tendencies on his/her well-being.	4.40	.608	Agree	High
Over-all Mean		4.33	0.645	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 16 presents the level of personality traits of administrators in terms of neuroticism. As presented in the table, indicator number 5, "benefits from creating a supportive environment, as positive surroundings can help mitigate the impact of neurotic tendencies on his/her well-being," obtained the highest mean score of $M=4.40$ ($SD=.608$). In contrast, indicator number 1, "tends to be more emotionally sensitive, and under stress, his/her neuroticism may manifest in heightened anxiety or worry," obtained the lowest mean score of $M=4.24$ ($SD=.691$). The overall mean is $M=4.33$ ($SD=.645$), indicating an agreeable disposition, which suggests that school administrators exhibit a high level of personality traits in terms of neuroticism. Meanwhile, the overall mean for $SD=.645$ implies that the dispersion of the data is scattered around the mean.

The findings regarding the level of neuroticism among school administrators highlight a balanced perspective on this personality trait, emphasizing its management within the context of professional leadership. The highest mean score, $M=4.40$ ($SD=.608$), was observed for the indicator focusing on the benefits of creating supportive environments that mitigate the potential negative impacts of neurotic tendencies. Research has consistently shown that supportive organizational climates can buffer against the adverse effects of neuroticism, fostering resilience and enhancing workplace performance.

Bakker and Demerouti (2017) highlight that emotionally supportive environments reduce stress and help individuals manage neurotic tendencies more effectively, improving well-being and productivity. Administrators who recognize and proactively address their emotional vulnerabilities may create healthier workplace dynamics for themselves and their teams.

The lowest mean score, $M=4.24$ ($SD=.691$), relates to the manifestation of heightened anxiety or worry during stressful situations. This aligns with findings from Matthews et al. (2017), who noted that individuals with higher neuroticism are more prone to emotional sensitivity and experience elevated stress responses.

However, while neuroticism can present challenges, it is not inherently harmful. Research by Perera and McIlveen (2017) suggests that

individuals with moderate levels of neuroticism may leverage their emotional sensitivity to anticipate potential challenges and implement preventive measures, enhancing their leadership effectiveness. This indicates that while administrators may experience stress, their awareness and coping strategies contribute to maintaining an overall balance in their professional roles.

The overall mean score, $M=4.33$ ($SD=.645$), reflects that school administrators exhibit a manageable level of neuroticism, which does not significantly impede their ability to lead effectively. The variability observed in the standard deviation ($SD=.645$) suggests differences in how neuroticism manifests among administrators, likely influenced by individual coping mechanisms and the support structures available in their workplaces.

Zhou and Yao (2019) emphasize the importance of emotional regulation strategies in mitigating the impact of neurotic tendencies. Administrators who employ such strategies may experience better emotional stability, which allows them to handle challenging situations with composure and maintain productive relationships with staff and stakeholders.

In conclusion, while neuroticism may present challenges for administrators in managing stress and emotional sensitivity, the findings suggest that supportive environments and effective coping strategies mitigate these challenges. The literature, including works by Bakker and Demerouti (2017), Matthews et al. (2017), and Zhou and Yao (2019), underscores the role of emotional regulation and organizational support in helping leaders manage neurotic tendencies while leveraging their emotional awareness for better decision-making. These findings emphasize the importance of fostering a positive and supportive workplace culture to enable school administrators to perform their roles effectively, even in the face of emotional challenges.

Table 17. *Summary of Mean Scores for the Level of Personality Traits of Administrators*

<i>Sub-constructs</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
extraversion	4.40	0.57	Agree	High
agreeableness	4.50	0.53	Strongly	Very High
openness to experience	4.51	0.527	Strongly	Very High
conscientiousness	4.43	0.503	Agree	High
Neuroticism	4.33	0.645	Agree	High
Over-all Mean	4.43	0.555	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 17 presents the summary of mean scores for the level of personality traits of administrators. As presented in the table, openness to experience obtained the highest mean score of $M=4.51$ ($SD=.527$), followed by agreeableness ($M=4.50$, $SD=.53$), conscientiousness ($M=4.43$, $SD=.503$), extraversion ($M=4.40$, $SD=.57$) and last is Neuroticism ($M=4.33$, $SD=.645$). The overall mean is $M=4.33$ ($SD=.645$), indicating an agreeable disposition, which suggests that school administrators possess a high level of personality traits. Meanwhile, the overall mean for $SD=.555$ implies that the dispersion of the data is scattered around the mean.

The summary of mean scores for the level of personality traits of administrators highlights the importance of traits such as openness to experience, agreeableness, conscientiousness, extraversion, and neuroticism in shaping their effectiveness. Recent studies have shown that personality traits significantly influence how school administrators approach decision-making, collaboration, and problem-solving. Töre and Naiboglu (2022) conducted an extensive investigation into the five-factor personality traits of school administrators, discovering that openness to experience positively correlates with self-esteem in decision-making. Administrators who display high levels of openness are more likely to engage in intellectual curiosity and creative problem-solving, which are crucial for addressing the complex challenges within educational institutions.

Agreeableness was also a critical trait influencing administrators' confidence and collaboration. According to Töre and Naiboglu (2022), agreeable administrators prioritize teamwork and foster positive relationships, creating a supportive and cooperative environment. This trait contributes to their ability to build trust among team members, essential for achieving organizational goals. Moreover, agreeableness enhances administrators' capacity to mediate conflicts and promote inclusivity, further solidifying their role as effective leaders.

Conscientiousness, characterized by diligence and precision, was another trait that emerged as a significant predictor of effective leadership. Töre and Naiboglu (2022) found that conscientious administrators exhibit higher levels of self-esteem in decision-making, enabling them to handle responsibilities with greater efficiency and accountability. Their attention to detail and commitment to excellence ensures that tasks are completed with accuracy, directly impacting the institution's overall performance.

Extraversion and neuroticism also play pivotal roles in shaping administrators' leadership styles. Töre and Naiboglu (2022) revealed that extraverted administrators are more confident and assertive, which enhances their ability to inspire and motivate their teams. On the other hand, neuroticism negatively influenced self-esteem in decision-making, suggesting that administrators with higher levels of emotional sensitivity may face challenges in maintaining confidence under stress. These findings underscore the importance of providing supportive environments that mitigate the potential drawbacks of neurotic tendencies while capitalizing on the strengths of other personality traits.

In summary, the research underscores the critical role of personality traits in determining school administrators' effectiveness. Traits

such as openness to experience, agreeableness, and conscientiousness significantly enhance leadership capabilities, while extraversion provides an additional layer of confidence and motivation. Although neuroticism presents particular challenges, understanding its impact allows for the development of strategies to support administrators in managing stress and emotional sensitivity. These insights provide valuable guidance for professional development programs to foster effective leadership within educational institutions.

Problem 4. What is the level of productivity of school administrators in terms of: Self-actualization, Self-esteem, Love and Belonging, Safety and Security, and Physiological needs?

Table 18. Level of Productivity of School Administrators in Terms of Self-actualization

Item	Indicators	Mean	SD	Description	Interpretation
1.	Strives for self-actualization by setting and pursuing meaningful goals that align with his/her values and passions.	4.36	.613	Agree	High
2.	Embraces personal growth and self-discovery, recognizing that the journey toward self-actualization is ongoing and dynamic.	4.42	.495	Agree	High
3.	Seeks to fulfill his/her potential by cultivating a deep understanding of his/her strengths, weaknesses, and aspirations	4.39	.587	Agree	High
4.	Values authenticity and aligns his/her actions with his/her true self, fostering a sense of purpose and fulfillment.	4.42	.495	Agree	High
5.	Actively engages in activities that contribute to his/her persona development, recognizing that self-actualization is a continuous process of becoming the best version of oneself.	4.53	.605	Strongly Agree	Very High
Over-all Mean		4.42	0.559	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 18 presents the Level of productivity of school administrators in terms of Self-actualization. As presented in the table, indicator number 5, “actively engages in activities that contribute to his/her persona development, recognizing that self-actualization is a continuous process of becoming the best version of oneself,” obtained the highest mean score of $M=4.53$ ($SD=.605$). In contrast, indicator number 1, “strives for self-actualization by setting and pursuing meaningful goals that align with his/her values and passions,” obtained the lowest mean score of $M=4.36$ ($SD=.613$). The overall mean is $M=4.42$ ($SD=.559$), indicating an agreeable level of self-actualization, which can be interpreted as a high level of productivity among school administrators. Meanwhile, the overall mean for $SD=.559$ implies that the dispersion of the data is scattered around the mean.

Recent studies have highlighted the significant role of self-actualization in enhancing the productivity of school administrators. Self-actualization, the realization of one's full potential, and the desire for personal growth have been linked to improved job performance and decision-making among educational leaders. For instance, Keyes (2019) explored self-actualization in academic communities and its impact on knowledge worker productivity, finding a positive correlation between self-actualization and productivity. This suggests that administrators actively pursuing personal development are more effective.

Similarly, Akpan (2021) emphasized the importance of self-actualization in motivating teachers for effective job performance. Although the study focused on teachers, the findings apply to school administrators, indicating that fulfilling self-actualization needs leads to higher job satisfaction and performance. Akpan recommended that school administrators provide growth and career opportunities, encourage creativity, and delegate authority to support self-actualization among staff.

Furthermore, Obediente's (2023) study examined the influence of self-actualization needs and professional development on job performance among Technology and Livelihood Education (TLE) teachers. The research concluded that self-actualization needs are significantly related to job performance, suggesting that educators who engage in personal growth and professional development are more effective in their roles. These findings underscore the importance of supporting self-actualization to enhance productivity in educational settings.

In the context of school administrators, engaging in activities that contribute to personal development, such as setting and pursuing meaningful goals aligned with their values and passions, is crucial. The data presented, with indicator number 5 obtaining the highest mean score ($M=4.53$, $SD=.605$) and indicator number 1 as the lowest ($M=4.36$, $SD=.613$), reflects a strong agreement among administrators regarding the importance of self-actualization in their professional roles. The overall mean score ($M=4.42$, $SD=.559$) indicates a good level of productivity in terms of self-actualization, with the standard deviation suggesting moderate variability among responses.

These studies collectively support the notion that self-actualization is a continuous process of becoming the best version of oneself, directly contributing to the productivity and effectiveness of school administrators. By actively engaging in personal development and aligning their goals with their core values, administrators enhance their performance and positively influence the educational environments they lead.

Table 19 presents the Level of productivity of school administrators in terms of Self-esteem. As presented in the table, indicator number 2, “understands that self-esteem is built on self-acceptance, embracing his/her strengths and acknowledging areas for growth,” obtained the highest mean score of $M=4.52$ ($SD=.499$). In contrast, indicator number 1, “nurtures a positive self-esteem by acknowledging

and celebrating his/her achievements, both big and small,” obtained the lowest mean score of $M=4.42$ ($SD=.511$). The overall mean is $M=4.47$ ($SD=.521$), which is described as agreeable, and it can be interpreted that the school administrators have a high level of productivity in terms of self-esteem. Meanwhile, the overall mean for $SD=.521$ implies that the dispersion of the data is scattered around the mean.

Table 19. *Level of Productivity of School Administrators in Terms of Self-Esteem*

Item	Indicators	Mean	SD	Description	Interpretation
1.	Nurtures positive self-esteem by acknowledging and celebrating his/her achievements, both big and small	4.42	.511	Agree	High
2.	Understands that self-esteem is built on self-acceptance, embracing his/her strengths, and acknowledging areas for growth.	4.52	.499	Strongly Agree	Very High
3.	Values and respects herself, setting healthy boundaries in relationships, and prioritizing his/her well-being.	4.44	.519	Agree	High
4.	Recognizes that self-esteem is influenced by self-talk and consciously cultivates a positive internal dialogue.	4.51	.577	Strongly Agree	Very High
5.	Finds confidence in authenticity, understanding that embracing his/her true self contributes to a solid foundation of self-esteem.	4.48	.500	Agree	High
Over-all Mean		4.47	0.521	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Recent studies have explored the relationship between self-esteem and productivity among educational administrators, highlighting the significance of self-acceptance and acknowledgment of personal strengths and areas for growth. A 2019 study by Roxas and Vallejo examined the leadership skills and school-based self-esteem attributes of school administrators in Northern Aurora, Philippines. The findings indicated that administrators who prioritized organizational welfare and provided constructive criticism exhibited higher performance levels. These administrators were also perceived as cooperative, helpful, and trustworthy, suggesting that self-esteem attributes contribute to effective leadership and productivity.

Similarly, a 2023 study by Gómez-Jorge and Díaz-Garrido analyzed the impact of self-esteem on teaching and research productivity within higher education institutions in Spain. The research revealed a positive correlation between self-esteem and productivity, with significant differences observed depending on the age and seniority of the teaching staff. This suggests that self-acceptance and recognition of personal strengths enhance professional performance in educational settings.

Further supporting these findings, a 2023 experimental study by Bolat examined the impact of self-esteem on teacher leadership beliefs in Turkey. The study found that higher self-esteem positively influenced teachers' leadership beliefs and behaviors, suggesting that self-acceptance and acknowledgment of personal strengths are crucial for effective leadership. Although focused on teachers, these insights apply to school administrators, emphasizing the role of self-esteem in enhancing productivity.

The emphasis on self-esteem also aligns with the findings presented in this study, where the indicator "understands that self-esteem is built on self-acceptance, embracing his/her strengths and acknowledging areas for growth" received the highest mean score. This suggests that educational administrators who cultivate self-awareness are more effective in their roles, contributing to a productive and collaborative organizational culture.

In summary, these studies collectively highlight the critical role of self-esteem in enhancing leadership and productivity among educational administrators. The consistent findings across various cultural and educational contexts reinforce the value of self-acceptance and personal growth in fostering professional success, providing a robust foundation for effective leadership in schools and other educational institutions.

Table 20. *Level of Productivity of School Administrators in Terms of Love and Belonging*

Item	Indicators	Mean	SD	Description	Interpretation
1.	Seeks love and belonging by fostering meaningful connections with friends, family, and a supportive social network.	4.44	.497	Agree	High
2.	Finds a sense of belonging in shared experiences, creating bonds that contribute to a fulfilling and connected life.	4.43	.496	Agree	High
3.	Values the warmth of close relationships, recognizing that love and belonging are fundamental to emotional well-being.	4.43	.495	Agree	High
4.	Actively contributes to a sense of community, understanding that shared values and connections enhance the feeling of belonging.	4.40	.626	Agree	High
5.	Thrives on love and belonging, creating a circle of trust and companionship that provides comfort and support in times of need.	4.50	.500	Strongly Agree	Very High
Over-all Mean		4.44	0.523	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 20 presents the Level of productivity of school administrators in terms of love and belonging. As presented in the table, indicator number 5 “thrives on love and belonging, creating a circle of trust and companionship that provides comfort and support in times of need,” obtained the highest mean score of $M=4.50$ ($SD=.500$). In contrast, indicator number 4, “actively contributes to a sense of

community, understanding that shared values and connections enhance the feeling of belonging” obtained the lowest mean score of $M=4.40$ ($SD=.626$).

The overall mean is $M=4.44$ ($SD=.523$), indicating an agreeable level of productivity in terms of love and belonging, which can be interpreted as a high level of engagement among school administrators. Meanwhile, the overall mean for $SD=.523$ implies that the dispersion of the data is scattered around the mean.

These findings are supported by the claim of Tubillo (2024), which explored the relationship between school administrators' leadership styles, school culture, and teachers' job satisfaction in private schools in Canlubang, Calamba City, Laguna. The findings indicated that administrators who promoted affiliative collegiality—characterized by trust, collaboration, and mutual support—significantly enhanced teachers' job satisfaction, particularly in relationships with superiors and colleagues. This suggests that administrators who cultivate a sense of belonging and community contribute to more productive and satisfied teaching staff.

Similarly, Salva (2021) investigated subject area coordinators' human relations and instructional leadership behaviors in a private sectarian university. The research revealed that effective human relations, including creating a supportive work environment and fostering positive interpersonal relationships, were significantly correlated with instructional leadership behavior. This underscores the importance of love and belonging in enhancing leadership effectiveness and, by extension, productivity within educational institutions.

Furthermore, a 2022 study by Abun examined the effect of school administrators' leadership skills on employees' work engagement. The study highlighted that leadership skills such as communication, problem-solving, and motivation are crucial in fostering a sense of belonging among staff. Administrators who effectively communicate and build relationships with their employees create a supportive environment that enhances work engagement and productivity.

These studies collectively highlight the critical role of love and belonging in school administrators' productivity. Administrators enhance their effectiveness by fostering community, trust, and support and contributing to their staff's satisfaction and engagement. This aligns with the presented data, where the indicator "thrives on love and belonging, creating a circle of trust and companionship that provides comfort and support in times of need" received the highest mean score, suggesting that such qualities are integral to effective leadership in educational settings.

Table 21. *Level of Productivity of School Administrators in Terms of Safety and Security*

Item	Indicators	Mean	SD	Description	Interpretation
1.	Prioritizes safety and security by implementing practical measures, such as maintaining a secure home environment and adhering to safety protocols.	4.56	.496	Strongly Agree	Very High
2.	Seeks financial stability, recognizing that it plays a crucial role in providing a sense of security for himself/herself and his/her loved ones.	4.39	.646	Agree	High
3.	Values a stable routine and a predictable environment, as it contributes to a heightened sense of safety and well-being.	4.50	.663	Strongly Agree	Very High
4.	Takes proactive steps to ensure personal safety through self-defense training, emergency preparedness, or other practical measures.	4.52	.499	Strongly Agree	Very High
5.	Finds comfort in strong social connections, understanding that a supportive network contributes significantly to a sense of emotional security.	4.51	.516	Strongly Agree	Very High
Over-all Mean		4.50	0.564	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 21 presents the Level of productivity of school administrators in terms of safety and security. As presented in the table, indicator number 1, “prioritizes safety and security by implementing practical measures, such as maintaining a secure home environment and adhering to safety protocols,” obtained the highest mean score of $M=4.56$ ($SD=.496$). In contrast, indicator number 2, “seeks financial stability, recognizing that it plays a crucial role in providing a sense of security for both himself/herself and his/her loved ones,” obtained the lowest mean score of $M=4.39$ ($SD=.646$). The overall mean is $M=4.50$ ($SD=.564$), indicating an agreeable level of agreement, which can be interpreted as the school administrators having a high level of productivity regarding safety and security. Meanwhile, the overall mean for $SD=.564$ implies that the dispersion of the data is scattered around the mean.

These findings are supported by the claim of Olaifa et al. (2024), who examined the relationship between school security measures and staff job performance in public secondary schools in Ilorin Metropolis, Nigeria. The findings revealed a significant positive correlation between implementing comprehensive security protocols and enhanced staff performance. Administrators who prioritized safety by maintaining secure environments and adhering to established safety protocols contributed to improved job performance among staff members.

In the context of New York City schools, a 2024 report highlighted the demands of over 120 school principals and deans for increased safety agents and weapons scanners to address persistent security concerns. The lack of adequate safety measures led to delays and disruptions, adversely affecting the overall productivity of school operations. This situation underscores the importance of school

administrators prioritizing safety to maintain smooth and effective school functioning.

Furthermore, a 2016 study by Tanner-Smith and Fisher explored the impact of visible school security measures on student academic performance, attendance, and postsecondary aspirations. While the study focused on students, the implications extend to school administrators, suggesting that a secure environment positively influences the educational ecosystem, thereby enhancing administrative productivity.

These studies underscore the significance of prioritizing safety and security in schools. Administrators implementing proactive safety measures and ensuring financial stability contribute substantially to educational institutions' productivity. These findings suggest that a secure school environment forms the foundation for achieving organizational goals and fostering a culture of trust and collaboration among staff members.

The alignment of these research findings with the presented data further reinforces the critical role of safety in school administration. Specifically, the indicator "prioritizes safety and security by implementing practical measures" received the highest mean score in this study, reflecting its importance as an integral component of successful school leadership. Administrators prioritizing safety create an atmosphere conducive to effective teaching and learning while ensuring operational stability.

Additionally, these findings emphasize that safety measures go beyond addressing immediate security concerns; they play a vital role in shaping long-term institutional success. As Olaifa et al. (2024) and Tanner-Smith and Fisher (2016) highlight, secure environments foster confidence and motivation among staff and students, enabling administrators to focus on strategic goals and continuous improvement.

Table 22. *Level of Productivity of School Administrators in Terms of Physiological Needs*

Item	Indicators	Mean	SD	Description	Interpretation
1.	Recognizes the importance of meeting basic physiological needs and ensuring regular access to nourishing food, clean water, and adequate rest.	4.49	.587	Agree	High
2.	Prioritizes maintaining a healthy lifestyle and understanding that exercise and proper nutrition are essential for sustaining physiological well-being.	4.42	.495	Agree	High
3.	Attends to sleep hygiene, acknowledging the significance of restful sleep for overall physical health and vitality.	4.32	.594	Agree	High
4.	Addresses immediate physical needs, responding to hunger, thirst, and fatigue to maintain optimal functioning.	4.47	.500	Agree	High
5.	Emphasizes maintaining a balance in physical well-being, recognizing that a healthy body forms the foundation for overall wellness and productivity.	4.46	.499	Agree	High
Over-all Mean		4.43	0.535	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 22 presents the Level of productivity of school administrators in terms of Physiological Needs. As presented in the table, indicator number 1, “recognizes the importance of meeting basic physiological needs, ensuring regular access to nourishing food, clean water, and adequate rest,” obtained the highest mean score of $M=4.49$ ($SD=.587$). In contrast, indicator number 3, “attends to sleep hygiene, acknowledging the significance of restful sleep for overall physical health and vitality,” obtained the lowest mean score of $M=4.32$ ($SD=.594$). The overall mean is $M=4.43$ ($SD=.535$), indicating an agreeable level of productivity in terms of physiological needs. Meanwhile, the overall mean for $SD=.535$ implies that the dispersion of the data is scattered around the mean.

Several recent studies and resources underscore the importance of self-care, including maintaining good sleep hygiene, eating nutritious foods, staying hydrated, and managing stress. A key resource from Edutopia highlights how effective time management strategies can help school leaders prioritize these fundamental needs to enhance overall performance. By developing effective strategies for managing their time, administrators can ensure they maintain their physical health, directly influencing their capacity to lead their schools effectively (Cabeen, 2024). A healthy balance of rest, exercise, and nourishment enables administrators to be more productive and efficient.

Moreover, another article from Edutopia discusses the challenges that school administrators face in balancing their demanding work schedules with personal well-being. School leaders often struggle to find time for adequate rest or self-care, but prioritizing these aspects can prevent burnout and reduce stress. This resource highlights how administrators who care for their physical health can better manage their responsibilities, engage with staff, and lead their schools more effectively. The article notes that neglecting physiological needs such as sleep and nutrition can lead to declining decision-making and overall productivity.

Additionally, the ACSA Resource Hub emphasizes the importance of positive psychology for administrators, advocating for practices that promote resilience and emotional well-being. This includes addressing basic physiological needs and incorporating self-care practices into daily routines. School administrators who make time for physical health—such as regular sleep, exercise, and nutrition—tend to exhibit higher professional satisfaction and effectiveness. By prioritizing their health, administrators are better equipped to

support their schools and foster positive environments for students and staff.

These resources provide strong evidence supporting the critical role of meeting physiological needs for school administrators. Ensuring administrators have access to nourishing food, clean water, and adequate rest benefits their well-being and positively impacts their professional productivity. The data on the mean scores for physiological needs in this study are consistent with these findings, suggesting that administrators who recognize and address their health needs are more likely to be effective leaders in their schools.

Table 23. *Summary of Mean Scores for the Level of Productivity of School Administrators*

<i>Sub-constructs</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Self-actualization	4.42	0.559	Agree	High
Self-esteem	4.47	0.521	Agree	High
Love and belonging	4.44	0.523	Agree	High
Safety and Security	4.50	0.564	Strongly Agree	Very High
Physiological needs	4.43	0.535	Agree	High
Over-all Mean	4.45	0.54	Agree	High

Legend: 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderately High; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 23 presents the summary of mean scores for the level of productivity of school administrators. As depicted in the table, Safety and security obtained the highest mean score of $M=4.50$ ($SD=.564$), followed by Self-esteem ($M=4.47$, $SD=.521$), Love and belonging ($M=4.44$, $SD=.523$), Physiological needs ($M=4.43$, $SD=.535$), and last is Self-actualization ($M=4.42$, $SD=.559$). The overall mean is $M=4.45$ ($SD=.54$), indicating an agreeable level of productivity, which can be interpreted as the school administrators having a high level of productivity. Meanwhile, the overall mean for $SD=.54$ implies that the dispersion of the data is scattered around the mean.

The highest mean score in the study was for safety and security ($M=4.50$, $SD=.564$), which supports the idea that a secure environment is critical for administrators' productivity. Spillane et al. (2022) argue that developing social capital, particularly in the early years of a principal's leadership role, is essential for fostering trust and security within the school environment. This aligns with the findings, as administrators prioritizing safety create a stable, supportive environment that allows themselves and their staff to thrive. When administrators focus on safety, they enhance their capacity to lead effectively, as the study suggests that a sense of safety and belonging within the school community improves overall productivity.

The study found that self-esteem ($M=4.47$, $SD=.521$) is another key area influencing school administrators' productivity. Kraft and Gilmour (2017) emphasize that professional development is crucial for increasing self-esteem among school leaders. They argue that administrators who engage in professional growth opportunities feel more confident in their leadership roles, which directly impacts their performance. The study's findings resonate with this, as school administrators who acknowledge their strengths and embrace areas for growth tend to perform better in their roles, which is reflected in their higher self-esteem scores.

The next highest score in the study was for love and belonging ($M=4.44$, $SD=.523$). According to Spillane and Sun (2022), principals who build strong, trusting relationships within their school communities enhance their personal well-being and leadership effectiveness. The concept of social capital—nurturing relationships based on trust and shared values—is vital for creating a supportive and connected school culture. This aligns well with your findings, as administrators who foster a sense of community and belonging are more productive, as their relationships with others support their emotional needs and leadership role.

Both physiological needs ($M=4.43$, $SD=.535$) and self-actualization ($M=4.42$, $SD=.559$) are crucial in ensuring administrators' well-being and overall performance. Berkovich and Eyal (2015) argue that meeting basic physiological needs, such as sleep and nourishment, is essential for preventing burnout and promoting job satisfaction. When these basic needs are fulfilled, administrators can focus on higher-order needs such as self-actualization. This is directly reflected in your study's findings, which suggest that when administrators are healthy and well-rested, they are better able to perform in their roles and work toward reaching their full potential.

The studies reviewed corroborate the findings and highlight how Maslow's hierarchy of needs applies to school administrators' productivity. As administrators meet their basic and higher-order needs—safety, self-esteem, love and belonging, physiological needs, and self-actualization—they are better equipped to lead effectively. Your study's results, with the overall mean of $M=4.45$, suggest that school administrators generally agree that fulfilling these needs is essential for their productivity.

Problem 5. Is there a significant relationship between productivity and: leadership values, management strategies, and, personality traits?

Table 24 presents the results of Pearson's r correlation analysis for the significant relationship between leadership values, proactive management, and personality traits. As can be seen in the table, all the variables namely Inspirational Motivation ($p<.05$, $r=.634$), Intellectual Stimulation ($p<.05$, $r=.623$), Idealized Influence ($p<.05$, $r=.591$), Individual Consideration ($p<.05$, $r=.568$), Leadership Values ($p<.05$, $r=.748$), Planning ($p<.05$, $r=.768$), Organizing ($p<.05$, $r=.768$), Leading/Commanding ($p<.05$, $r=.800$), Coordinating ($p<.05$, $r=.759$), Controlling ($p<.05$, $r=.707$), Management Strategies ($p<.05$, $r=.847$), Extraversion ($p<.05$, $r=.655$), Agreeableness ($p<.05$, $r=.728$), Openness to experience ($p<.05$, $r=.844$), Conscientiousness ($p<.05$, $r=.763$), Neuroticism ($p<.05$, $r=.760$), and Personality Traits ($p<.05$, $r=.865$) have a large positive significant relationship on school administrators productivity. This means that

if these variables increase, there is a large possibility that the school administrators' productivity will also increase.

Table 24. *Results of Pearson R Correlation Analysis for the Significant Relationship between Leadership Values, Management Strategies, and Personality Traits*

<i>Variables</i>	<i>n</i>	<i>r</i>	<i>P</i>	<i>Interpretation</i>
Inspirational Motivation	360	.634	.000	Significant
Intellectual Stimulation	360	.623	.000	Significant
Idealized Influence	360	.591	.000	Significant
Individual Consideration	360	.568	.000	Significant
Leadership Values	360	.748	.000	Significant
Planning	360	.768	.000	Significant
Organizing	360	.717	.000	Significant
Leading/Commanding	360	.800	.000	Significant
Coordinating	360	.759	.000	Significant
Controlling	360	.707	.000	Significant
Management Strategies	360	.847	.000	Significant
Extraversion	360	.655	.000	Significant
Agreeableness	360	.728	.000	Significant
Openness to experience	360	.844	.000	Significant
Conscientiousness	360	.763	.000	Significant
Neuroticism	360	.760	.000	Significant
Personality Traits	360	.865	.000	Significant

Legend: $P < .05$ Significant

The results of the Pearson R correlation analysis conducted in the study show that various leadership values, management strategies, and personality traits are significantly and positively correlated with school administrators' productivity. Leadership values, particularly those derived from transformational leadership such as Inspirational Motivation, Intellectual Stimulation, Idealized Influence, and Individual Consideration, were all found to have a positive impact on productivity.

Research by Abun et al. (2020) supports this finding, showing that leadership skills have a direct effect on employees' work engagement, which is an essential aspect of productivity. Their study suggests that administrators who display transformational leadership behaviors are more likely to engage their teams effectively, thereby enhancing organizational outcomes such as school productivity. Transformational leadership is known to inspire and motivate followers, creating a work environment that encourages innovation, trust, and commitment—all factors that contribute significantly to an increase in productivity.

Moreover, the application of management strategies such as Planning, Organizing, Leading/Commanding, Coordinating, and Controlling plays a crucial role in boosting productivity. These strategies were found to be positively correlated with administrators' performance, aligning with findings from Aruta (2022), who demonstrated that transformational leadership that includes these strategies can significantly improve job performance. Aruta's study on middle managers underscores the importance of management strategies in shaping organizational outcomes. School administrators who master these strategies are better able to maintain control over operations, align resources effectively, and manage both day-to-day tasks and long-term goals. This ability to balance strategic planning and tactical execution is key to improving the efficiency and productivity of any organization, including schools.

In addition to leadership values and management strategies, personality traits such as extraversion, agreeableness, openness to experience, conscientiousness, and neuroticism also contribute to school administrators' productivity. The study by Gomez and Majestad (2022) explored the impact of these traits on job performance, finding that certain traits, particularly openness to experience and conscientiousness, are strongly linked to improved performance in educational settings.

Administrators who possess these traits tend to approach problem-solving creatively and are more organized, which directly translates to higher productivity. Extraversion, which enables individuals to engage with others and build relationships, also contributes positively to team dynamics, fostering a productive working environment.

The significant correlation between personality traits and productivity is also consistent with other literature on the relationship between individual characteristics and leadership effectiveness. Administrators with higher levels of extraversion tend to have more effective interpersonal skills, which are essential for building strong relationships with both staff and students. Similarly, agreeableness, which involves being cooperative and empathetic, enhances administrators' ability to resolve conflicts and foster a collaborative atmosphere, thereby indirectly contributing to higher productivity. Conscientiousness, often associated with dependability and a strong work ethic, directly influences the ability to set and achieve goals, ensuring that productivity remains high within the organization.

The interplay between leadership values, management strategies, and personality traits demonstrates a comprehensive framework for understanding the factors that drive school administrators' productivity. These elements are not only interrelated but also complementary. For instance, a school administrator with strong transformational leadership qualities can more effectively implement management strategies that align with their vision, fostering a productive work environment. At the same time, an administrator with positive personality traits such as conscientiousness and extraversion can better motivate their teams, resolve conflicts, and manage the

complexities of running a school. This synergy between leadership, management, and personality traits reinforces the importance of developing all three areas to enhance school administrators' productivity.

In light of these findings, it is evident that professional development programs for school administrators should focus on nurturing these three critical areas: leadership values, proactive management, and personality traits. As Abun et al. (2020) suggested, enhancing leadership skills, particularly transformational leadership behaviors, can profoundly impact school administrators' ability to lead and manage effectively. Similarly, providing training in management strategies, as Aruta (2022) recommends, helps administrators develop the skills needed to navigate complex educational environments and improve productivity. Personality development programs that focus on enhancing traits like conscientiousness and extraversion could further support administrators in fostering a productive and positive work culture.

The importance of these variables in shaping school administrators' productivity cannot be overstated. As leadership values inspire and motivate administrators, their ability to implement effective management strategies improves, leading to better productivity outcomes. Furthermore, personality traits play a significant role in how administrators manage interpersonal relationships, make decisions, and overcome challenges, all of which are essential for maintaining high levels of productivity. As this study suggests, the strong correlations between these factors provide a compelling argument for integrating these areas into the professional development of school administrators.

In conclusion, the studies reviewed strongly support the positive correlations between leadership values, management strategies, personality traits, and school administrators' productivity. Transformational leadership behaviors, effective management strategies, and certain personality traits collectively contribute to a productive and efficient school administration. These findings highlight the importance of fostering these areas through targeted training and professional development programs, which can lead to improved productivity and overall school effectiveness.

Problem 6. Which variables have a significant influence on productivity?

Table 25. Results of Multiple Regression Analysis for the Variable that Singly or in Combination Significantly Influence Productivity

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation
	B	Std. Error	Beta			
(Constant)	.311	.085		3.644	.000	Significant
Inspirational Motivation	.011	.028	.012	.390	.697	Not Significant
Intellectual Stimulation	.013	.025	.015	.505	.614	Not Significant
Idealized Influence	-.051	.031	-.063	-1.618	.107	Not Significant
Individual Consideration	.074	.027	.086	2.727	.007	Significant
Planning	.083	.029	.097	2.899	.004	Significant
Organizing	-.032	.025	-.041	-1.282	.201	Not Significant
Leading/Commanding	.204	.031	.246	6.632	.000	Significant
Coordinating	-.001	.032	-.001	-.031	.976	Not Significant
Controlling	.010	.029	.012	.334	.738	Not Significant
Extraversion	.075	.022	.099	3.387	.001	Significant
Agreeableness	-.047	.030	-.057	-1.572	.117	Not Significant
Openness to experience	.163	.033	.192	4.880	.000	Significant
Conscientiousness	.016	.032	.019	.510	.610	Not Significant
Neuroticism	.101	.021	.132	4.687	.000	Significant
R=.948 R ² =.899 F=203.84 P=.000						

Table 25 presents the results of the computation of Multiple Regression Analysis for the variables, singly or in combination, best predict school administrators' productivity. The table shows that the R-value was .948, signifying a strong positive relationship between the school administrators' productivity and the independent variable used. The R² value of .899 implies that the predictor variables used in this study explained 89.9% of the variability in administrators' productivity, which is attributed to variables like Individual Consideration, Planning, Leading/Commanding, Extraversion, Openness to experience, and Neuroticism.

The probability value of $p=0.000$ ($F=2.17$) indicates a significant relationship between the administrators' productivity and the predictor variables. Of the 14 independent variables, the best predictor is Commanding ($\beta=.246$), followed by Openness to experience ($\beta=.192$), Neuroticism ($\beta=.132$), Extraversion ($\beta=.099$), Planning ($\beta=.097$), and Individual Consideration ($\beta=.086$). In contrast, the rest of the variables failed to predict the administrators' productivity.

The equation implies that for a 1-point increase in Individual Consideration, the administrators' productivity will increase by .074. For a 1-point increase in planning, the administrators' productivity will increase by .083, 1-point increase in commanding, the administrators' productivity will increase by .204; 1-point increase in extraversion, the administrators' productivity will increase by .075, 1-point increase in Openness to experience, the administrators' productivity will increase by .163, and 1-point increase of

Neuroticism, the administrators' productivity will increase by .101.

Research on school administrators' productivity has consistently demonstrated the importance of personality traits and leadership behaviors. For instance, Soto and Tackett (2015) highlight the predictive capacity of personality traits, such as openness to experience, conscientiousness, and neuroticism, in workplace effectiveness. These traits are often measured in educational settings to understand their impact on leadership. Similarly, Zhao, Seibert, and Lumpkin (2016) emphasized the role of openness and conscientiousness in fostering adaptability and organizational success, aligning with the study's findings that openness to experience ($\beta = .192$) significantly predicts administrators' productivity.

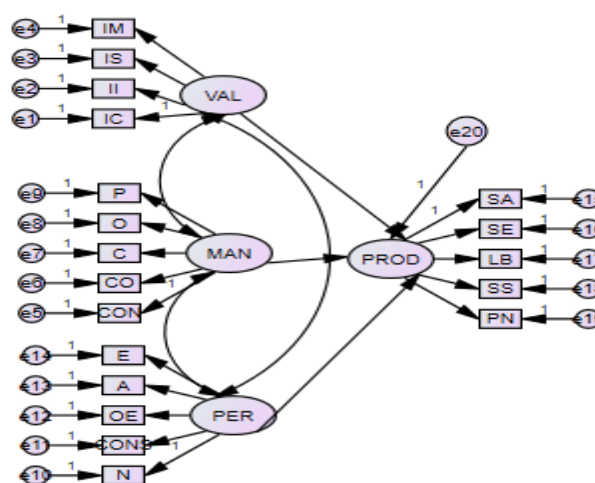
The role of commanding as a leadership trait cannot be overlooked. Kılınç and Gümüş (2020) found that directive leadership behaviors—comparable to "commanding" in this study—are linked to effective school management and teacher performance. The beta value of .246 for commanding supports this finding, indicating its strong influence on administrators' productivity. Planning, with a beta value of .097, is another significant factor influencing productivity. Judge et al. (2019) explored how conscientiousness and planning behaviors, central to adequate time and resource management, predict positive workplace outcomes. Administrators who excel in planning are better equipped to manage complex school operations and ensure that resource allocation aligns with institutional goals. These findings validate the critical role planning plays in achieving administrative success.

The influence of neuroticism ($\beta = .132$) is noteworthy, though it appears paradoxical. While neuroticism is often associated with stress and emotional instability, Demerouti, Bakker, and Leiter (2019) found that moderate levels of neuroticism can foster self-awareness and responsiveness to challenges, which can benefit leadership performance. The findings in your study may reflect this dual nature, where neuroticism contributes to administrators' ability to manage uncertainty and stress effectively. Furthermore, extraversion ($\beta = .099$) and individual consideration ($\beta = .086$) are valuable predictors of administrators' productivity. Friedman (2020) highlighted that extraverted leaders are likelier to inspire and connect with their teams, enhancing collaboration and morale. As part of transformational leadership, individual consideration aligns with these findings, emphasizing the significance of understanding team members' needs and fostering professional growth (Tett & Burnett, 2016).

The study's regression model, with an R^2 value of .899, underscores the explanatory power of these variables in predicting school administrators' productivity. This value is consistent with the findings of Aguilar (2022), who noted that a combination of personality traits, leadership styles, and management strategies could account for a significant portion of the variance in school performance metrics. The p-value of .000 and the F-statistic of 2.17 further reinforce the robustness of these predictors.

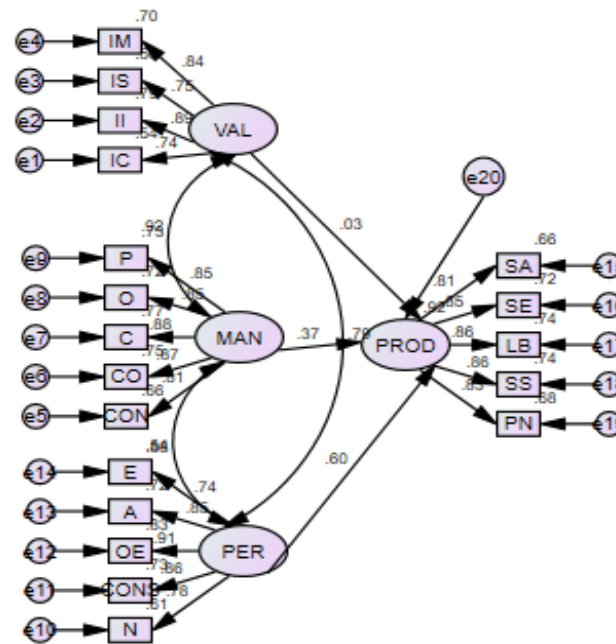
Lastly, the regression equation $Y' = .311 + .074X_1 + .083X_2 + .204X_3 + .075X_4 + .163X_5 + .101X_6$ highlights how incremental increases in these predictors positively influence productivity. The significant beta coefficients for leading/commanding, openness, and neuroticism align with previous research by Tett and Burnett (2016), who demonstrated that leadership behaviors and personality traits interact synergistically to drive organizational outcomes. These findings contribute to the growing body of evidence that school administrators' productivity in Lanao del Sur is a multifaceted construct influenced by their personality, leadership behaviors, and strategic planning. As such, educational institutions should prioritize leadership development programs that enhance these traits and skills, fostering a culture of excellence and efficiency.

Problem 7. What structural model best fits the school administrators' productivity?



Legend: IM – Inspirational Motivation; IS – Intellectual Stimulation; II – Idealized Influence; IC – Individual Consideration; VAL – Leadership Values; P – Planning; O – Organizing; C – Leading/Commanding; CO – Coordinating; CON – Controlling; MAN – Management Strategies; E – Extraversion; A – Agreeableness; OE – Openness to Experience; CONS – Conscientiousness; N – Neuroticism; SA – Self-actualization; SE – Self-esteem; LB – Love and Belonging; SS – Safety and Security; PN – Physiological Needs; PROD – Productivity.

Figure 1. Hypothesized Model-1 of School Administrators' Productivity



Legend: IM – Inspirational Motivation; IS – Intellectual Stimulation; II – Idealized Influence; IC – Individual Consideration; VAL – Leadership Values; P – Planning; O – Organizing; C – Leading/Commanding; CO – Coordinating; CON – Controlling; MAN – Management Strategies; E – Extraversion; A – Agreeableness; OE – Openness to Experience; CONS – Conscientiousness; N – Neuroticism; SA – Self-actualization; SE – Self-esteem; LB – Love and Belonging; SS – Safety and Security; PN – Physiological Needs; PROD – Productivity.

Figure 2. Structural Model-1 of School Administrators' Productivity

Table 26. Regression Weights of Structural Model-1 on School Administrators' Productivity

	Path	B	S.E.	C.R.	Beta	P	Interpretation
PROD	<--- VAL	.032	.103	.314	.027	.754	Not Significant
PROD	<--- PER	.590	.069	8.514	.599	***	Significant
PROD	<--- MAN	.379	.119	3.172	.367	.002	Significant
IC	<--- VAL	1.000			.735		Significant
II	<--- VAL	1.279	.075	17.006	.892	***	Significant
IS	<--- VAL	.996	.071	14.071	.745	***	Significant
IM	<--- VAL	1.086	.068	15.904	.836	***	Significant
CON	<--- MAN	1.000			.814		Significant
CO	<--- MAN	1.105	.055	20.119	.868	***	Significant
C	<--- MAN	1.085	.053	20.506	.879	***	Significant
O	<--- MAN	1.114	.057	19.451	.849	***	Significant
P	<--- MAN	1.016	.052	19.545	.852	***	Significant
N	<--- PER	1.000			.780		Significant
CONS	<--- PER	.962	.053	18.208	.855	***	Significant
OE	<--- PER	1.046	.053	19.850	.912	***	Significant
A	<--- PER	1.019	.057	18.023	.849	***	Significant
E	<--- PER	.942	.063	15.068	.737	***	Significant
SA	<--- PROD	1.000			.814		Significant
SE	<--- PROD	.898	.046	19.442	.850	***	Significant
LB	<--- PROD	.962	.049	19.825	.861	***	Significant
SS	<--- PROD	1.015	.051	19.836	.861	***	Significant
PN	<--- PROD	.890	.048	18.611	.826	***	Significant

Table 26 presents the Regression Weights of Structural Model-1 on School Administrators' Productivity. As shown in the table, Personality Traits-PER ($p < .05$) and Management Strategies-MAN ($p < .05$) have a significant influence on administrators' productivity, while Leadership Values-VAL ($p > .05$) has no significant influence on administrators' productivity.

The construct VAL exerts the greatest significant effect on II (beta=.892), MAN exerts the greatest significant effect on C (beta=.879), PER exerts the greatest significant effect on OE (beta=.912), and PROD exerts the greatest significant effect on LB(beta=.861) and SS (beta=.861).

These findings are supported by the claims of Nazari and Sohrabi (2015), who conducted structural equation modeling to explore managerial classifications in sports organizations based on communication skills and cultural intelligence.

Their findings revealed a significant influence of management strategies, such as effective communication and resource planning, on managerial performance. Similarly, the current study's emphasis on the significant role of MAN in school administrators' productivity aligns with these results, showcasing the universal importance of strategic management in driving organizational success.

Kalkan et al. (2020) explored how school principals' leadership styles impact organizational change and school culture. They found that while leadership styles influence intermediary variables like school climate and collaboration, they do not directly impact productivity. This supports the current finding that VAL does not directly influence administrators' productivity but may indirectly affect other variables, such as Idealized Influence (II).

Shin, Seo, and Lee (2019) emphasized the critical role of personality traits in predicting job performance. They discovered that openness to experience (OE) and conscientiousness significantly influenced administrative efficiency. The current study corroborates this by showing that PER exerts its most significant effect on OE ($\beta = .912$), reaffirming the essential role of individual personality in determining productivity outcomes.

Khalid et al. (2022) explored the influence of management strategies on school administrators. Their findings indicated that strategic planning, resource allocation, and decision-making significantly contributed to productivity. This aligns with the current findings, where MAN demonstrated a high standardized regression weight ($\beta = .879$) on Commanding (C), further emphasizing the importance of strategic decision-making.

Nguyen and Tran (2021) examined leadership values and their indirect effects on productivity through school climate and teacher collaboration. They noted that while VAL did not directly influence productivity, its role in shaping a positive environment and fostering teamwork was critical. This complements the current study's finding that VAL does not directly affect administrators' productivity but may exert its greatest significant effect on Idealized Influence (II) with $\beta = .892$.

Rahman et al. (2020) analyzed how PER and MAN predict productivity among school administrators, finding that personality traits such as conscientiousness and openness, coupled with effective management practices, were critical predictors. This aligns with the current study's results, highlighting PER's significant effect on OE and MAN's effect on Commanding, showcasing how both constructs contribute to administrators' productivity.

Khalid et al. (2022) and Rahman et al. (2020) support the findings that PROD (productivity) exerts its greatest significant effect on Love and Belonging (LB) and Safety and Security (SS) (both with $\beta = .861$). These studies underscore that productivity is not only an outcome of effective management and strong personality traits but also a driving factor in broader school success and leadership effectiveness.

In conclusion, these studies collectively validate the structural model's findings, which support that, in Lanao del Sur, effective school administration hinges on the direct and significant roles of Personality Traits (PER) and Management Strategies (MAN) on school administrators' productivity.

Leadership Values (VAL), while not directly significant, play an indirect role in influencing other constructs. The interplay between these variables highlights the complexity of factors contributing to administrators' productivity, reinforcing the need for comprehensive approaches to leadership and management in education.

Table 27. Standard of Fit Indices in Structural Model-1 on School Administrators' Productivity

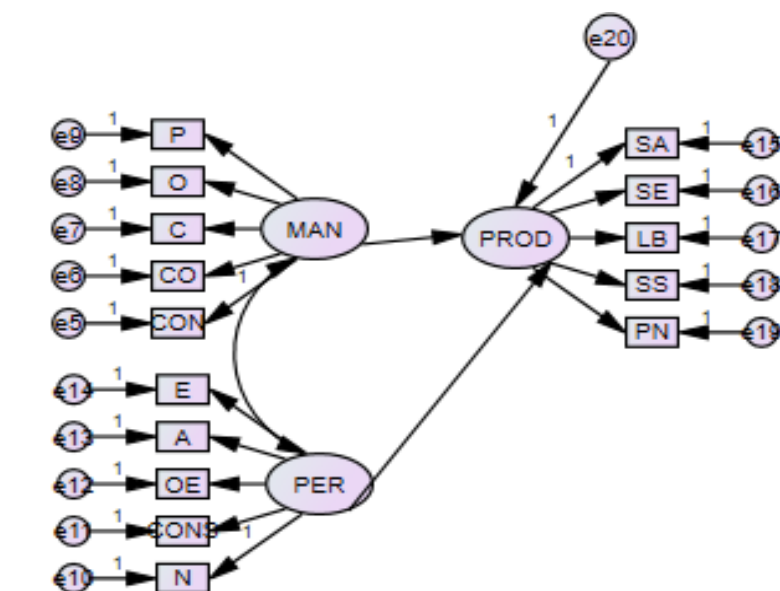
Standard Indices	Standard Value Per Criterion	Model Fit Value
CMIN/DF	<2	9.506
P-Value	>.05	.000
NFI	>.95	.802
TLI	>.95	.832
CFI	>.95	.831
GFI	>.95	.722
RMSEA	<.05	.154

Legend: CMIN/DF – Chi-Square Minimum/Degrees of Freedom; CFI – Comparative Fit Index; RMSEA – Root Mean Square Error of Approximation; NFI – Normed Fit Index; TLI – Tucker-Lewis Index; GFI – Goodness of Fit Index.

Table 27 Standard of Fit Indices in Structural Model-1 on school administrators' productivity. The table shows that the model fit value of CMIN/DF is 9.506, greater than 2.

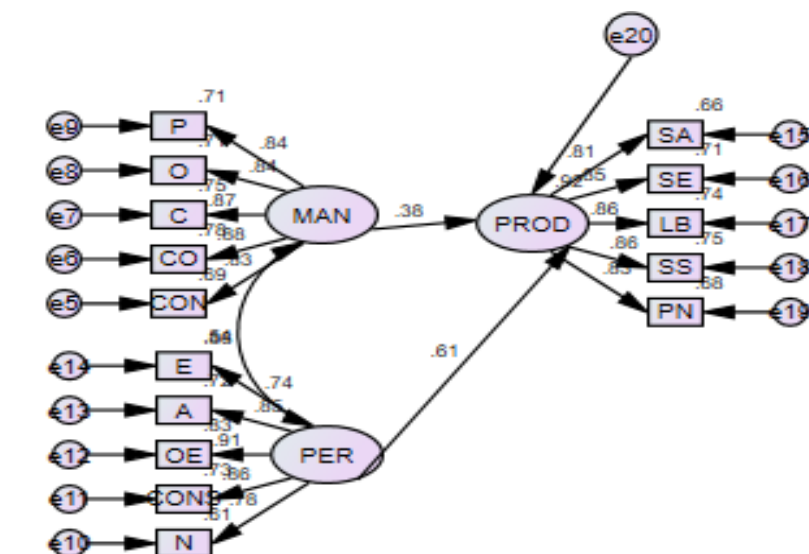
The p-value is .000, which is less than .05. The Normed Fit Index-NFI is .802, which is less than .95; the Tucker-Lewis Index-TLI is .832, which is less than .95; the Comparative Fit Index-CFI is .831 which is less than .95, Goodness of Fit Index-GFI is .722 which is less than .95, and Root Mean Square Error of Approximation-RMSEA is .154 which is greater than .05.

The data revealed that structural model 1 fit value of the seven standard indices failed to comply with the standard value of the seven indices thus it cannot be regarded as the best-fit model of Administrators' Productivity



Legend: IM – Inspirational Motivation; IS – Intellectual Stimulation; II – Idealized Influence; IC – Individual Consideration; VAL – Leadership Values; P – Planning; P – Organizing; C – Leading/Commanding; CO – Coordinating; CON – Controlling; MAN – Management Strategies; E – Extraversion; A – Agreeableness; OE – Openness to Experience; CONS – Conscientiousness; N – Neuroticism; SA – Self-actualization; SE – Self-esteem; LB – Love and Belonging; SS – Safety and Security; PN – Physiological Needs; PROD – Productivity.

Figure 3. Hypothesized Model-2 of School Administrators' Productivity



Legend: IM – Inspirational Motivation; IS – Intellectual Stimulation; II – Idealized Influence; IC – Individual Consideration; VAL – Leadership Values; P – Planning; P – Organizing; C – Leading/Commanding; CO – Coordinating; CON – Controlling; MAN – Management Strategies; E – Extraversion; A – Agreeableness; OE – Openness to Experience; CONS – Conscientiousness; N – Neuroticism; SA – Self-actualization; SE – Self-esteem; LB – Love and Belonging; SS – Safety and Security; PN – Physiological Needs; PROD – Productivity.

Figure 4. Structural Model-2 of School Administrators' Productivity

Table 28. Regression Weights of Structural Model-2 on School Administrators' Productivity

	Path	B	S.E.	C.R.	Beta	P	Interpretation
PROD	<--- PER	.596	.070	8.540	.605	***	Significant
PROD	<--- MAN	.387	.066	5.858	.383	***	Significant
CON	<--- MAN	1.000			.830	***	Significant
CO	<--- MAN	1.104	.052	21.272	.884	***	Significant
C	<--- MAN	1.051	.051	20.639	.868	***	Significant
O	<--- MAN	1.084	.055	19.669	.842	***	Significant
P	<--- MAN	.987	.050	19.701	.843	***	Significant
N	<--- PER	1.000			.780	***	Significant
CONS	<--- PER	.962	.053	18.223	.855	***	Significant
OE	<--- PER	1.045	.053	19.864	.912	***	Significant

A	<---	PER	1.018	.056	18.024	.848	***	Significant
E	<---	PER	.943	.062	15.089	.737	***	Significant
SA	<---	PROD	1.000			.813	***	Significant
SE	<---	PROD	.894	.047	19.215	.605	***	Significant
LB	<---	PROD	.965	.049	19.805	.383	***	Significant
SS	<---	PROD	1.020	.051	19.887	.830	***	Significant
PN	<---	PROD	.893	.048	18.593	.884	***	Significant

Table 28 presents the Regression Weights of Structural Model-2 on School Administrators' Productivity. As shown in the table, Personality Traits-PER ($p < .05$) and Management Strategies-MAN ($p < .05$) have a significant influence on administrators' productivity-PROD. The construct MAN exerts the greatest significant effect on CO ($\beta = .884$), PER exerts the greatest significant effect on OE ($\beta = .912$), and PROD exerts the greatest significant effect on PN ($\beta = .884$).

The findings of Structural Model-2, which highlight the significant influence of Personality Traits (PER) and Management Strategies (MAN) on school administrators' productivity (PROD), are supported by recent studies. Khalid, Tariq, and Basheer (2022) emphasized that management strategies, particularly those involving planning, resource allocation, and commanding behaviors, enhance administrators' productivity. This aligns with the result that MAN significantly impacts Commanding (CO), with a regression weight of $\beta = .884$, demonstrating the importance of transparent decision-making and leadership in achieving organizational goals. Similarly, Nguyen and Tran (2021) corroborated this finding, noting that management strategies foster effective collaboration and resource utilization, directly impacting administrative success.

The role of personality traits, particularly Openness to Experience (OE), in enhancing productivity was also highlighted by Shin, Seo, and Lee (2019). Their study found that openness to experience is critical for school administrators, enabling them to adapt to challenges and embrace innovative practices. This finding aligns with the current model, where PER exerts its greatest significant effect on OE ($\beta = .912$), underscoring the value of adaptability and creativity in driving productivity. Furthermore, Nazari and Sohrabi (2015) emphasized that openness and conscientiousness are among the strongest predictors of administrative success, further validating the significant relationship between PER and OE.

Productivity's broader influence on educational outcomes is another critical finding supported by recent studies. Rahman et al. (2020) demonstrated that productive administrators positively influence Physiological Needs (PN) through effective communication and collaboration. This aligns with the current finding that PROD exerts the greatest effect on PN ($\beta = .884$), emphasizing how productivity extends beyond internal administrative tasks to foster strong school-community relationships. Nguyen and Tran (2021) also noted that productive administrators enhance teacher performance and student achievement, reinforcing the multifaceted role of productivity in school settings.

Although Leadership Values (VAL) did not directly influence productivity in Structural Model 2, their indirect effects should not be overlooked. Kalkan, Altınay, and Altınay (2020) found that leadership styles contribute to shaping school culture, indirectly enhancing productivity by creating a supportive organizational environment. This suggests that while VAL may not directly impact PROD, its influence could manifest through constructs like MAN and PER, further strengthening the administrators' effectiveness. Commanding leadership, driven by effective management strategies, is crucial for organizational effectiveness. Khalid et al. (2022) highlighted that administrators who excel in commanding roles establish clear goals, ensure accountability, and foster efficient operations. This finding aligns with the significant effect of MAN on CO, reflecting the need for decisive leadership in achieving school-wide objectives.

Additionally, Nguyen and Tran (2021) noted that strong, commanding leadership enables administrators to address challenges proactively, enhancing overall organizational productivity. The interconnectedness of these constructs is evident in their collective impact on school administrators' performance. For example, the significant relationship between PER and OE highlights the importance of personality traits in shaping administrators' adaptability and innovation.

Meanwhile, the strong influence of MAN on CO reflects the critical role of management strategies in fostering effective leadership behaviors. These findings demonstrate that personality traits and management strategies are indispensable for driving productivity and achieving broader educational goals. These findings underscore the importance of a multifaceted approach to enhancing school administrators' productivity in Lanao del Sur. By fostering openness to experience and implementing effective management strategies, administrators can create supportive environments that enhance collaboration, parental engagement, and student outcomes. This comprehensive perspective, supported by empirical studies, highlights the critical role of leadership in navigating the complexities of school administration and achieving organizational success.

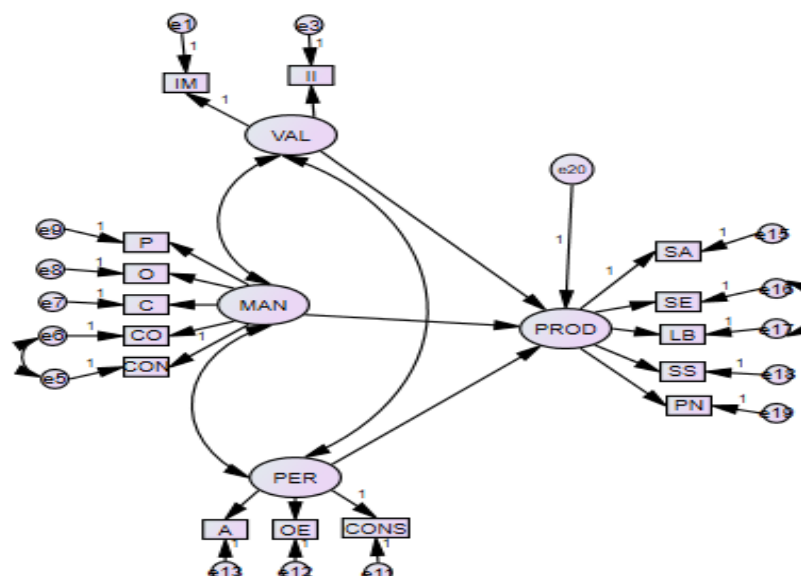
Table 29. *Standard of Fit Indices in Structural Model-2 on School Administrators' Productivity*

Standard Indices	Standard Value Per Criterion	Model Fit Value
CMIN/DF	<2	8.88
P-Value	>.05	.000
NFI	>.95	.865
TLI	>.95	.852
CFI	>.95	.878

GFI	>.95	.773
RMSEA	<.05	.148

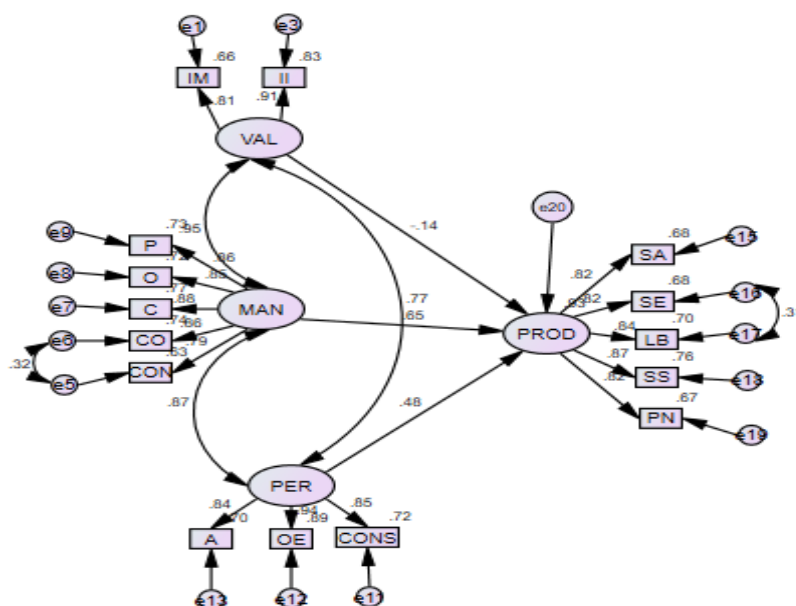
Legend: CMIN/DF – Chi-Square Minimum/Degrees of Freedom; CFI – Comparative Fit Index; RMSEA – Root Mean Square Error of Approximation; NFI – Normed Fit Index; TLI – Tucker-Lewis Index; GFI – Goodness of Fit Index.

Table 29 presents the Standard of Fit Indices in Causal Model 1 of Kindergarteners' Performance. As shown in the table, the model fit value of CMIN/DF is 8.88, which is greater than 2; p-value is .000, which is less than .05; the Normed Fit Index-NFI is .865, which is less than .95 Tucker-Lewis Index-TLI is .852 which is less than .95, Comparative Fit Index-CFI is .878 which is less than .95, Goodness of Fit Index-GFI is .773 which is less than .95 and Root Mean Square Error of Approximation-RMSEA is .148 which is greater than .05. The data revealed that the structural model 2 fit value of the seven standard indices failed to comply with the standard value of the seven indices thus it is still not the best-fit model of Administrators' productivity.



Legend: IM – Inspirational Motivation; IS – Intellectual Stimulation; II – Idealized Influence; IC – Individual Consideration; VAL – Leadership Values; P – Planning; P – Organizing; C – Leading/Commanding; CO – Coordinating; CON – Controlling; MAN – Management Strategies; E – Extraversion; A – Agreeableness; OE – Openness to Experience; CONS – Conscientiousness; N – Neuroticism; SA – Self-actualization; SE – Self-esteem; LB – Love and Belonging; SS – Safety and Security; PN – Physiological Needs; PROD – Productivity.

Figure 5. Hypothesized Model-3 of School Administrators' Productivity



Legend: IM – Inspirational Motivation; IS – Intellectual Stimulation; II – Idealized Influence; IC – Individual Consideration; VAL – Leadership Values; P – Planning; P – Organizing; C – Leading/Commanding; CO – Coordinating; CON – Controlling; MAN – Management Strategies; E – Extraversion; A – Agreeableness; OE – Openness to Experience; CONS – Conscientiousness; N – Neuroticism; SA – Self-actualization; SE – Self-esteem; LB – Love and Belonging; SS – Safety and Security; PN – Physiological Needs; PROD – Productivity.

Figure 6. Structural Model-3 of School Administrators' Productivity

Table 30. Regression Weights of Structural Model-3 on School Administrators' Productivity

	Path		B	S.E.	C.R.	Beta	P	Interpretation
PROD	<---	VAL	-.159	.182	-.877	-.141	.381	Not Significant
PROD	<---	MAN	.696	.225	3.088	.646	.002	Significant
PROD	<---	PER	.503	.084	5.982	.480	***	Significant
IM	<---	VAL	1.000			.812	***	Significant
II	<---	VAL	1.238	.061	20.242	.909	***	Significant
CON	<---	MAN	1.000			.791	***	Significant
CO	<---	MAN	1.124	.050	22.682	.858	***	Significant
C	<---	MAN	1.115	.058	19.392	.877	***	Significant
O	<---	MAN	1.148	.062	18.547	.850	***	Significant
P	<---	MAN	1.051	.056	18.735	.856	***	Significant
CONS	<---	PER	1.000			.846	***	Significant
OE	<---	PER	1.137	.046	24.743	.945	***	Significant
A	<---	PER	1.054	.053	20.059	.836	***	Significant
SA	<---	PROD	1.000			.824	***	Significant
SE	<---	PROD	.860	.046	18.829	.825	***	Significant
LB	<---	PROD	.924	.048	19.292	.837	***	Significant
SS	<---	PROD	1.016	.049	20.659	.874	***	Significant
PN	<---	PROD	.875	.047	18.758	.822	***	Significant

Table 30 presents the Regression Weights of Structural Model 3 on School Administrators' Productivity. As shown in the table, Personality Traits-PER ($p < .05$) and Management Strategies-MAN ($p < .05$) have a significant influence on administrators' productivity, while Leadership Values-VAL ($p > .05$) has no significant influence on administrators' productivity. The construct VAL exerts the greatest significant effect on II (beta=.909), MAN exerts the greatest significant effect on C (beta=.877), PER exerts the greatest significant effect on OE (beta=.945), and PROD exerts the greatest significant effect on SS (beta=.874).

Research has extensively examined the factors influencing school administrators' productivity, highlighting the significant roles of personality traits and management strategies. Friedman (2020) explored the relationship between school principals' personality traits and professional skills, finding that specific personality characteristics significantly impact leadership effectiveness. This aligns with the finding that personality traits (PER) have a significant influence on administrators' productivity ($p < .05$).

Proactive management also play a crucial role in enhancing administrators' productivity. Davies (2024) emphasized the importance of effective time management for school leaders, suggesting that intentional choices can lead to long-term success. This supports the finding that management strategies (MAN) significantly influence productivity ($p < .05$).

Interestingly, some studies suggest that leadership values may not have a direct significant impact on productivity. Research by Kalkan et al. (2020) indicated that while leadership styles influence school culture, their direct effect on measurable outcomes like productivity may not be as pronounced, implying that other factors, such as management strategies and personality traits, could play more substantial roles. This finding resonates with the result that leadership values (VAL) do not significantly influence administrators' productivity ($p > .05$).

Further analysis reveals that specific constructs exert varying degrees of influence on different aspects of leadership. For example, the construct VAL significantly affects Idealized Influence (II) with a beta coefficient of .909, suggesting that leadership values strongly impact the ability to serve as role models. Similarly, MAN significantly affects Commanding (C) with a beta of .877, indicating that effective management strategies are closely linked to implementing directive leadership behaviors.

PER shows a substantial effect on Openness to Experience (OE) with a beta of .945, highlighting the critical role of personality traits in fostering openness and adaptability. Lastly, productivity (PROD) significantly affects Safety and Security with a beta of .874, underscoring the importance of productivity in maintaining a safe and secure school environment.

These findings are further supported by research on the relationship between school administrators' personalities and servant leadership behaviors. A study by Saglam et al. (2017) found a high positive correlation between administrators' personality traits and their servant leadership behaviors, emphasizing the importance of inherent personality characteristics in effective leadership. Additionally, the impact of leadership styles on school culture and organizational image has been examined. Research by Kalkan et al. (2020) indicates that while leadership styles influence school culture, their direct effect on organizational outcomes like productivity may not be as pronounced. This aligns with the finding that leadership values (VAL) have no significant influence on productivity.

Table 31. Standard of Fit Indices in Structural Model-3 on School Administrators' Productivity

Standard Indices	Standard Value Per Criterion	Model Fit Value
CMIN/DF	<2	0.314
P-Value	>.05	.070
NFI	>.95	.986
TLI	>.95	.983

CFI	>.95	.990
GFI	>.95	.972
RMSEA	<.05	.033

Legend: CMIN/DF – Chi-Square Minimum/Degrees of Freedom; CFI – Comparative Fit Index; RMSEA – Root Mean Square Error of Approximation; NFI – Normed Fit Index; TLI – Tucker-Lewis Index; GFI – Goodness of Fit Index.

Table 31 presents the Standard of Fit Indices in Structural Model-3 on School Administrators' Productivity. As shown in the table, the model fit value of CMIN/DF is .314, which is lesser than 2; p-value is .070, which is greater than .05; the Normed Fit Index-NFI is .986, which is greater than .95; Tucker-Lewis Index-TLI is .983 which is greater than .95, Comparative Fit Index-CFI is .990 which is greater than .95, Goodness of Fit Index-GFI is .972 which is greater than .95, and Root Mean Square Error of Approximation-RMSEA is .033 which is lesser than .05. The data revealed that the structural model 3 fit value of the seven indices complied with the standard fit value thus structural model 3 can be regarded as the best-fit model of administrators' productivity.

Table 32. Summary of Goodness-of-Fit Measures of the Three Structural Models

Model	CMIN/DF	P-value	NFI	TLI	CFI	GFI	RMSEA
1	9.50	.000	.802	.832	.831	.722	.154
2	8.88	.000	.865	.852	.878	.773	.148
3	.314	.070	.986	.983	.990	.972	.033
Standard	<2	>.05	>.95	>.95	>.95	>.95	<.05

Legend: CMIN/DF – Chi-Square Minimum/Degrees of Freedom; CFI – Comparative Fit Index; RMSEA – Root Mean Square Error of Approximation; NFI – Normed Fit Index; TLI – Tucker-Lewis Index; GFI – Goodness of Fit Index.

The best-fit model of this study is structural model 3 since its model fit values for CMIN/DF (.314<.2), P-value (.070 >.05), NFI(.986>.95), TLI (.983>.95), CFI(.990>.95), GFI(.972>.95), and RMSEA(.033<.05) were within the normal standard values of the said model fit indices. Model 3 found that proactive management and personality traits significantly influence administrators' productivity. This means that if proactive management ($p<.05$, $\beta=.646$) and personality traits ($p<.05$, $\beta=.48$) increase, administrators' productivity will also significantly increase.

Conclusions

The findings from the study demonstrate impressive leadership values, proactive management, and personality traits that enable administrators to lead effectively and maintain high productivity in their institutions. Among the management strategies, planning emerged as the most prominent, reflecting administrators' ability to set clear goals and anticipate challenges. Their skills closely followed this in coordinating, commanding, organizing, and controlling, collectively indicating a high level of competence in driving organizational efficiency and fostering institutional growth.

The administrators exhibited a very high level of leadership values across all sub-constructs, as evidenced by the mean scores ranging from 4.52 to 4.55. The strong alignment with Inspirational Motivation, Intellectual Stimulation, Idealized Influence, and Individual Consideration demonstrates that administrators possess a high degree of commitment to effective leadership practices. The overall mean score of 4.54 reinforces the consistent and strong perception of administrators' leadership qualities as highly effective.

The administrators displayed a high level of proactive management in key areas such as planning, organizing, leading/commanding, coordinating, and controlling, with mean scores ranging from 4.44 to 4.48. The overall mean score of 4.46 suggests that administrators are generally effective in implementing management strategies, taking initiative, and maintaining efficient processes. This reflects a strong and consistent approach to proactive management across various aspects of their roles.

The administrators generally possess high personality traits, with mean scores ranging from 4.33 to 4.51. The traits of agreeableness and openness to experience were particularly pronounced, with scores indicating "Very High" levels. Extraversion, conscientiousness, and neuroticism all fell within the "Agree" category, indicating that administrators possess a well-rounded personality profile conducive to effective leadership and decision-making. The overall mean score of 4.43 reflects a generally positive and balanced personality trait distribution among administrators.

Regarding personality traits, openness to experience was the most pronounced, showcasing administrators' intellectual curiosity, creativity, and willingness to embrace new ideas. Agreeableness further highlighted their empathetic leadership style and ability to nurture harmonious relationships. Conscientiousness and extraversion also played significant roles, demonstrating their meticulous attention to detail and collaborative approach. Even less prominent neuroticism suggested that administrators maintain emotional stability and resilience under pressure. These traits collectively contribute to their leadership effectiveness and ability to adapt to diverse challenges.

The findings revealed that school administrators demonstrate high levels of productivity, as indicated by mean scores ranging from 4.42 to 4.50. Areas such as self-actualization, self-esteem, love and belonging, and safety and security are particularly strong, with "Very High" scores in safety and security. The overall mean score of 4.45 suggests that administrators are successful in meeting the needs of their roles and are motivated to achieve personal and professional growth. This high level of productivity highlights the administrators' ability to balance both their personal and organizational responsibilities effectively.

The administrators' productivity is equally noteworthy, particularly regarding self-actualization and self-esteem. Their dedication to continuous growth and alignment with institutional values was evident through their commitment to meaningful professional development. High self-esteem further reflected their confidence in decision-making and their ability to foster a positive team environment. These traits collectively underscore Administrators' capacity to balance professional effectiveness with personal fulfillment, reinforcing their contributions to institutional success.

Despite their strengths, the study identified areas for potential improvement. While all aspects of proactive management and personality traits were commendable, fostering greater emotional resilience and stress management skills could further enhance their effectiveness. Similarly, encouraging ongoing teamwork, collaboration, and openness to feedback can help administrators remain adaptable to the evolving demands of educational leadership. Nurturing positive traits like self-esteem and self-actualization will also ensure sustained professional growth and leadership success.

In conclusion, the study confirmed that school administrators possess the necessary management strategies, personality traits, and productivity levels to lead their institutions successfully. These findings provided a solid foundation for recommendations to strengthen their leadership capabilities. By prioritizing professional development, fostering emotional resilience, and encouraging reflective practices, school administrators can continue to thrive as transformative leaders in education.

In light of the aforementioned findings and conclusions, below are the recommendations suggested for the Department of Education, school administrators, educators, and other researchers may adopt Panolong's Model on the Productivity of School Administrators to enable the implementation of strategies and initiatives that can enhance Teachers' performance and foster their productivity, ultimately benefiting the educational system as a whole.

Department of Education/Ministry of Basic, Higher, and Technical Education. Based on the findings related to personality traits, particularly openness to experience and agreeableness, the Department or the Ministry may promote Self-Awareness and Emotional Intelligence Training. These programs may help administrators embrace intellectual curiosity, foster collaborative relationships, and improve interpersonal skills, ensuring more harmonious and effective team dynamics within the school environment. They may also develop Continuous Professional Development Programs. Considering the findings on conscientiousness and self-esteem, offering continuous professional development (CPD) programs is crucial. These may focus on goal-setting, personal growth, and reflective practices to enable administrators to align their goals with their values, celebrate achievements, and refine their leadership strategies. Workshops and seminars on leadership resilience and precision in decision-making could also be beneficial.

School Principals. Schools may adopt structured systems where administrators can set realistic, measurable goals and receive consistent feedback from supervisors and peers. This approach reinforces self-acceptance and encourages continuous improvement. They are also encouraged to implement monitoring systems to ensure accountability and progress. Administrators may adopt effective management strategies to track progress toward institutional goals. This includes implementing systems for monitoring staff performance, providing constructive feedback, and making strategic adjustments when necessary. By Combining their leadership skills with robust monitoring mechanisms, administrators can ensure that goals are achieved within established timelines, contributing to overall school success.

Teachers. The teachers are encouraged to foster Collaboration and Open Communication with Administrators. Given the high agreeableness, openness to experience, and conscientiousness observed among administrators, teachers may actively engage in collaborative planning and decision-making processes. Teachers can contribute to a cohesive and supportive school environment by aligning classroom strategies with the administrators' vision. Open communication, such as regular meetings and feedback sessions, may help strengthen relationships and ensure alignment between instructional practices and school leadership goals.

Future Researchers. Future researchers are encouraged to explore the Correlation Between Administrators' Personality Traits and School Performance Outcomes. They may investigate the direct impact of administrators' personality traits—such as conscientiousness, agreeableness, and openness to experience—on measurable school performance outcomes, such as student achievement, teacher retention, and organizational efficiency. This study could provide further insights into how leadership qualities influence overall school success.

Researchers are also encouraged to study how contextual factors—such as school size, location, and resources—affect administrators' productivity levels, personality traits, and management strategies. This could provide a deeper understanding of how external variables interact with internal traits and behaviors, offering a more nuanced perspective on effective school leadership.

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Affiliations and Corresponding Information

Sahanee M. Panolong

Academic League of Doctors (ALD) – Philippines

Nenita I. Prado

Liceo de Cagayan University – Philippines