



PERSONAL QUALITIES AND PSYCHOSOCIAL ATTRIBUTES OF SCHOOL HEADS ON THE TOTAL QUALITY MANAGEMENT OF ELEMENTARY SCHOOLS IN THE DISTRICT OF STA MARIA, STA MARIA BULACAN

Mary Ellaine P. Cruz^a

Teacher III, Sta. Maria Central School, Poblacion, Sta. Maria, Bulacan, Philippines^a

ABSTRACT :

The study utilized the descriptive method of research to determine the effect of school heads' personal qualities and psychosocial attributes on the total quality management practices in their respective schools in the District of Sta. Maria, Sta. Maria, Bulacan during the School Year 2015-2016. The personal qualities of elementary school heads were limited to hardworking, open-mindedness and diplomatic. Furthermore, the elementary school heads' psychosocial attributes were limited only to personal values, inter-professional collaboration and empathy.

On the other hand, the total quality management practices were the dependent variable limited to management leadership, resource management, continuous facility improvement, education and training, work environment and culture and school achievement.

Using the descriptive method of research with 733 public elementary school teachers as respondents of the study, findings showed that: School head's personal qualities, psychosocial attributes and total quality management practices were described by the teacher respondents as "outstanding". Highly significant correlations were found between school head's personal qualities and their total quality management practices.

Likewise, highly significant correlations were found between school head's psychosocial attributes and total quality management practices. Based on these findings the following conclusion was drawn: The school heads' personal qualities and psychosocial attributes have significant effect on their total quality management practices.

Keywords: Interpersonal Collaboration , Personal Values, Total Quality Management, School Head's Personal and Psychological Qualities

Introduction :

Education is the only force that would shape tomorrow's future. The role of the school in the total formation of a person is very crucial for it encompasses the different aspects of every learner. With the advent of the K to 12 program of the government which mandates every Filipino child as young as 5 years old to be enrolled to formal education as the start of his or her basic education, this is high time to all educational institution to make sure these very young people be catered with the best education available. Since time is immemorial, it has been the aim of every learning institution to develop well-rounded individuals through holistic formation. The ultimate goal as stated in every vision of school both in private and public is achieving the highest standards in all aspects and phases in so far as education and formation is concern.

There is no single best method of quality management because of the ever changing society. Different breed of learners and different factors including modern technology, management must adjust and adapt pragmatically and in essence management also varies and evolve depending on what the situation necessitates.

According to Arora (2008) the so called global competitiveness that encompasses so many aspects of our lives today including education, the quest to be the best became a challenge to the leaders of every sectors of the society thus; the term Total Quality Management or TQM emerged. "TQM is the unyielding and continually improving effort by everyone in an organization to understand, meet, and exceed the expectations of customers." It aims for long term success by focusing on customer satisfaction. TQM is based on the participation of all members of an organization in improving processes, products, services, and the culture in which they work.

Furthermore, Arora 2007, cited that Total Quality Management is a process involving management and employees continually finding ways to improve their products and services. It's a combination of quality and management tools seeking to build up new business growth as well as to reduce unwanted waste while aiming at increasing productivity and profits. It incorporates the knowledge and experiences of workers using appropriate methods the first time and every time to enhance the quality of products and services.

It is believed and many studies had proven that to ensure good quality work and performance, management needs to keep their workers happy and satisfied. Management needs to provide better and improved equipment along with clear task instructions for employees to follow if it wants its workers to do their job well. Keeping workers happy will encourage better performance and productivity, and will help the employees to stay at their job longer (Mukhopadhyay, 2006).

With this premise and in the same token, with regard to education, the school head should also make sure that teachers are also well-motivated, happy and satisfied with their job which will eventually lead to better performance of the school as a whole. TQM must also be applied by school heads for it will reflect to the achievements, improvements and development of his or her school.

According to Thakkar et al., (2006), academic performance and classroom behavior has always been the focus of many studies because these are the accepted signs of disciplined and educated pupils in the real essence of the world. How to boost the academic performance and build up positive classroom behavior in school has always been the aim of every school and in fact it is one of the fundamental aims of education. The development of citizens who are self-disciplined and capable of functioning, globally competitive and productive in every task assigned to him that is why both parents and educators alike to continuously and unceasingly strive to seek and give the best education for posterity.

Furthermore, they reported that as a member of the emerging generation of teachers and aspiring school heads, teachers have an opportunity and a responsibility to improve the quality of education for the next generation. It is therefore a moral obligation of every person inside the school premises whether teaching or non-teaching to perform their duties to the best of their knowledge and skills from the highest in rank down the line to the lowest position.

The subsequent pursuit to enhance managerial skill of the school heads as well as total quality management-related factors became the subject of this research and inquiry.

It is therefore the general aim of this study to explore the management related factors, specifically the personal qualities and psychosocial attributes of school heads that affected their total quality management.

Statement of the Problem :

This study aimed to determine the effect of school heads' personal qualities and psychosocial attributes on the total quality management of their respective schools.

Specifically, it sought answers to the following problems:

1. How may the personal qualities of elementary school heads be described in terms of:

- 1.1 Hardworking;
- 1.2 Open-mindedness; and
- 1.3 Diplomatic?

2. How may the psychosocial attributes of elementary school heads be described in terms of:

- 2.1 Personal Values;
- 2.2 Inter-professional Collaboration; and
- 2.3 Empathy?

3. How may the Total Quality Management practices of elementary school heads be described in terms of:

- 3.1 Management Leadership;
- 3.2 Resource Management;
- 3.3 Continuous Facility Improvement;
- 3.4 Education and Training;
- 3.5 Work Environment and Culture; and
- 3.6 School Achievement?

4. Do the personal qualities and psychosocial attributes of elementary school heads significantly affect their Total Quality Management?

Hypothesis

The hypothesis that school heads' personal qualities and psychosocial attributes have no significant effect on their total quality management practices was tested in the study.

Conceptual Framework

Independent Variables

Dependent Variable

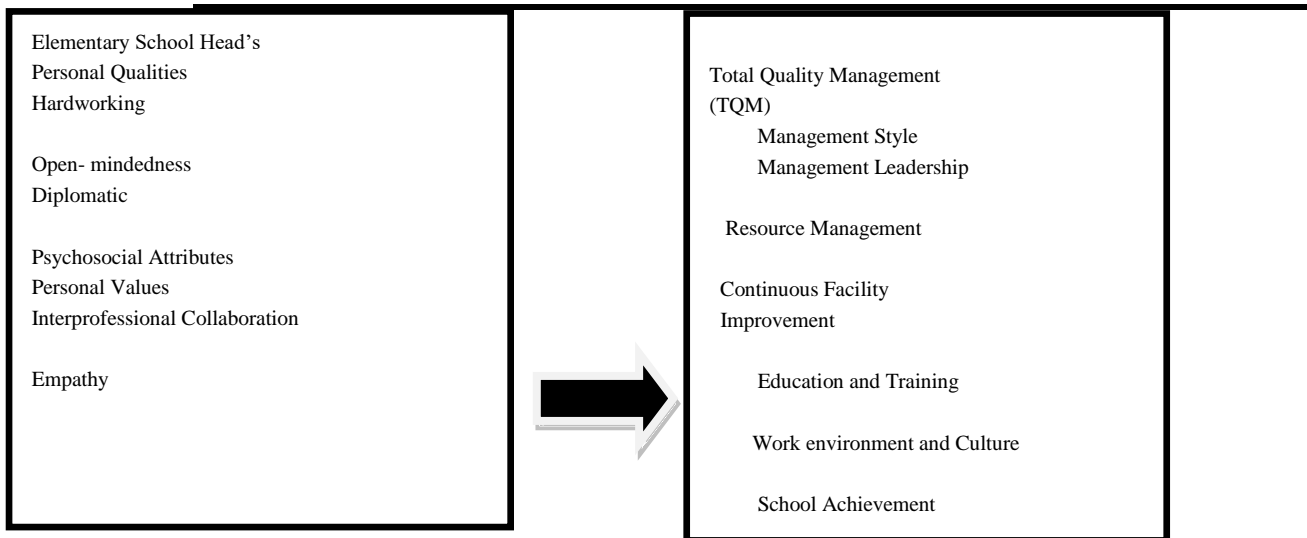


Figure 1. Paradigm of the Study

The paradigm shows the relationship between the Independent and dependent variables.

The independent variables are the personal qualities like: hardworking, open mindedness, an diplomatic. The other one is psychosocial attributes like: personal values, interprofessional collaboration, and empathy.

Which included the personal qualities and psychosocial attributes of the school heads in terms of hardworking, open mindedness, diplomatic, personal values, inter-professional collaboration, and empathy. The first and second frames were linked by an arrowhead to indicate the possible relationship to total quality management.

METHODOLOGY

Research Design

In this study, descriptive method of research was used to determine the effect of personal qualities and the psychosocial attributes of school heads on their TQM in public elementary schools in the district of Santa Maria, Bulacan.

The purpose is to find the new truth, which may come in different forms such as increased quantity of knowledge, a new generalization, or increased insights into factors, which are operating, the discovery of new casual relationship, a more accurate formulation of the problem to be solved and many others.

Since this study measured data that already existed, and the number of respondents were not too large, the descriptive-correlation method of the study was best suited. As mentioned the relationship between the personal qualities and psychosocial attributes of school heads on their TQM were generated using researcher made questionnaire.

Data Gathering Techniques

The main instrument used in gathering the needed data was adapted from the study of Marmalejo (2005).

Prior to the distribution of the questionnaire, the researcher sought permission from the Schools Division Superintendent of Bulacan and District Supervisor of Sta. Maria District to conduct the study and right after personally administer the instrument to the respondents. They were given extensive time to answer the questionnaires.

Sampling Procedure

The respondents of study came from the 32 public elementary schools in the district of Sta. Maria. The total of 733 elementary school teachers served as the respondents of the study during the School Year 2014-2015.

Table 1. The Respondents of the Study

Number of School	Number of Teachers
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1.	Sta. Maria E/S	53
2.	C.M. De Jesus E/S	74
3.	Parada E/S	28
4.	San Gabriel E/S	23
5.	San Vicente Gulod E/S	23
6.	M. Sapa E/S	23
7.	Caypombo E/S	70
8.	Guyong E/S	36
9.	J.J. Serapio E/S	29
10.	Sta. Clara E/S	29
11.	M.M. Cruz M/S	22
12.	Bagbaguin E/S	22
13.	T. Bakod E/S	15
14.	Balasing E/S	16
15.	Sta. Cruz E/S	22
16.	Tumana E/S	27
17.	Garden E/S	17
18.	San Vicente Hulo E/S	22
19.	San Jose Patag E/S	28
20.	M. Parang E/S	12
21.	Camangyanan E/S	16
22.	Bagong Barrio E/S	13
23.	Caysio E/S	15
24.	Silangan E/S	7
25.	Manggahan E/S	7
26.	Pila E/S	8
27.	Perez E/S	9
28.	Lalakan E/S	7
29.	Camatchile E/S	7
30.	Kaylawig E/S	7
31.	St. Mary Village E/S	35
32.	Buenavista P/S	7
TOTAL		733

The researcher got the total number of the teachers for the school year 2014-2015 at the Sta. Maria District Office. The researcher used total enumeration or universal sampling, hence, all teachers were considered as respondents of the study

According to De Guzman (2008), sampling may be defined as measuring a small portion of something and then making a general statement about the whole thing.

Data Analysis Scheme

To give a meaningful interpretation of all the collected data, some statistical tools were utilized.

Weighted mean was computed to describe the school heads' personal qualities in terms of hardworking, open-mindedness and diplomatic. Likewise, weighted mean was computed to describe the school heads' psychosocial attributes in terms of personal values, inter-professional collaboration and empathy. Furthermore, the same statistical tool was utilized to describe the total quality management practices of the school heads in terms of management leadership, resource management, continuous facility improvement, education and training, work environment and culture and school achievement.

Pearson Product-Moment Correlation Coefficient was used to determine the significant effect of school heads' personal qualities and psychosocial attributes on the total quality management on their respective schools.

RESULTS AND DISCUSSIONS

The Personal Qualities of Elementary School Heads

Table 2 presents the frequency and descriptive measure of the personal qualities of school heads as evaluated by the teachers in terms of hardworking, open-mindedness and diplomatic.

Hardworking

On personal qualities in term of hardworking, teacher respondents strongly agreed that their school heads took direction and work cheerfully and accurately, followed suggestions and held positions of responsibility, performed the assigned task even without being told, turned mistakes into learning opportunities, and took extra assignments and tried to reach new levels of achievement.

These results implied that teacher respondents believed and strongly agreed that their respective school heads worked very hard for the attainment of school vision, mission and objectives.

Open-mindedness

On personal qualities in term of open-mindedness, teacher respondents strongly agreed that their school heads strived to be a good representative of the school and avoid doing or saying things that makes it look bad, expressed ideas easily, both verbally and in writing, strived to understand without rushing to state opinion or defense, understood, remembered and synthesized information, took on challenges and stood up for their beliefs.

These findings implied that teacher respondents firmly believed that their school heads possessed personal qualities of being open-mindedness.

Diplomatic

On personal qualities in term of diplomatic, teacher respondents strongly agreed that their school heads maintained self-control, staying even-tempered and cool, admitted mistakes, corrected teachers and accepted the consequences with good grace, handled difficult situations with grace and tact, looked for what needs to be done or could be improved, and focused on work despite personal challenges and avoided distractions.

The findings implied that teacher respondents strongly agreed that their respective school heads showed diplomacy in handling difficult situations.

School leaders are those persons, occupying various roles in the school, who provided direction and exert influence in order to achieve the school's goals. School leaders are those persons in formal positions of authority. They are genuine leaders who are hardworking, open-minded and diplomatic. School leaders inspire others to reach for ambitious goals.

In the same vein, Parkes and Thomas (2007) argue that congruence between the values and personal qualities of school heads and those of community and school systems influence their success as effective school heads and their characteristics. These values and personal qualities are encapsulated within characteristics identified as essential, because characteristics help moderate the values of a person. Defining the essential characteristics of a school head, means defining the very qualities or features that one wants a person to demonstrate in their professional behavior (Gurr, et al, 2005).

Table 2. Frequency, Mean and Verbal Description of School Heads as to the Personal Qualities

Item Statement	Responses (N=733)					Mean	VD
	5	4	3	2	1		
Hard Working							
1. Takes direction and work cheerfully and accurately.	385	325	23	0	0	4.49	SA
2. Follows suggestions and held positions of responsibility.	345	360	28	0	0	4.43	SA
3. Turns mistakes into learning opportunities.	296	367	70	0	0	4.31	SA
4. Performs the assigned task even without being told.	293	400	40	0	0	4.35	SA
5. Takes extra assignments and try to reach new levels of achievement.	215	454	64	0	0	4.21	SA
Overall Mean						4.36	SA
Open-mindedness							
1. Strives to understand without rushing to state opinion or defense.	202	373	158	0	0	4.21	SA
2. Understands, remember and synthesize information.	287	364	82	0	0	4.21	SA
3. Expresses ideas easily, both verbally and in writing.	278	357	98	0	0	4.24	SA
4. Takes on challenges and stands up for his/her beliefs.	280	379	74	0	0	4.21	SA
5. Strives to be a good representative of the school and avoid doing or saying things that makes it look bad.	397	265	71	0	0	4.44	SA
Overall Mean						4.26	SA
Diplomatic							
1. Handles difficult situations with grace and tact.	291	384	58	0	0	4.32	SA
2. Maintains self-control, staying even-tempered and cool.	328	351	54	0	0	4.37	SA
3. Admits mistakes, corrects teachers and accepts the consequences with good grace.	417	213	103	0	0	4.33	SA
4. Looks for what needs to be done or could be improved.	316	300	117	0	0	4.27	SA
5. Focuses on work despite personal challenges and avoids distractions.	309	302	122	0	0	4.26	SA

Overall Mean		4.31	SA
Legend: Scale	Verbal Description		
4.21 – 5.00	Strongly Agree (SA)		
3.41 – 4.20	Agree (A)		
2.61 – 3.40	Moderately (M)		
1.81 – 2.60	Disagree (D)		
1.00 – 1.80	Strongly Disagree (SD)		

Accordingly to Luo and Najjar (2007), school head is the primary leader in a school building. A good leader always leads by example. A school head should be positive, enthusiastic, have their hand in the day to day activities of the school, listen to what their constituents are saying and most of all he/she should be hard working in order to attain the school goals, mission and vision. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, thinks before they act, and puts the needs of the school before themselves.

In conformity with the findings of the present study, Ogunsaju (2006) asserted that an open-minded school head (ideal type) receives stimulus information without distortion, evaluated, and acted on that information on its own merits unencumbered by irrelevant factors coming from within himself or the outside. The role of external pressures was minimized by this school head. Conversely, a closed - minded school head (ideal type) when receiving information was vulnerable to rewards and punishments meted out by authority figures or reference groups that distorted his perception, influenced his evaluation and directed his action.

In accordance to the results of the present study, Sherman (2008) reported that in today's schools, effective principals were accessible to every student and teacher, acting as a sounding board for both ideas and emotions and diplomatic in dealing with problems. In contrast with the stereotypical principal of past generations who was a stern disciplinarian, principals were more often than not provided supports, praised, guided staff through the inevitable bumps and bruises that came with implementing change in a school. By truly listening to what teachers and students were saying, a principal could sustainably take stock of the school culture and use feedback to make reform efforts more effective.

The Psychosocial Attributes of Elementary School Heads

Table 3 shows the teachers' perceptions on their school head's psychosocial attributes in terms of personal values, interprofessional collaboration and empathy.

Personal Values

On psychosocial attributes in term of personal values, teacher respondents strongly agreed that their school heads strived to be a good leaders, listeners and followers, shared ideas and credit with others, helped those who needed it, and focused on the common good, was an open-minded and associated with different types of people, developed their ability to recognize responsible behavior in self and others, and kept their temper and stays calm under pressure.

These results implied that teacher respondents possessed an outstanding psychosocial attributes in term of personal values.

Interprofessional Collaboration

With regard to psychosocial attributes in term of interprofessional collaboration, teacher respondents strongly agreed that their school heads demonstrated an awareness of appropriate communication and social skills, adjusted easily to new situations that was to work with individuals he/she did not know, adjusted to new surroundings, etc., addressed issues before they became full-blown conflicts or problems and made plans that avoid potential pitfalls, showed that they were interested in and excited by your work, and gave opportunity to utilize skills and talents and learn new skills.

Empathy

On school head's empathy, the same table shows that teacher respondents strongly agreed that their school head demonstrated appropriate care and handling of others' property, cared for the feelings and emotions of everyone, recognized consequences of inappropriate behavior and responded appropriately, came up with new ideas and looked for alternatives, and sensitive to others' feelings and circumstances.

These findings implied that teacher respondents believed that their respective school heads possessed an outstanding psychosocial attributes in terms of interprofessional collaboration and empathy. Moreover, school heads were flexible that they can easily adjust themselves to new situations that came into their lives. Furthermore, they were sensitive enough to others' feelings and they care for their emotions.

In accordance to the present results, Starratt (2011) opined that personal values determine behavior, responses to the behavior of others, decision making, and attempts to influence others. The personal values of leaders influence an organization in the realm of organizational culture through the leaders' behavior and the followers' response to that behavior. The resulting behavior of followers determines the degree to which the organization is effective.

In consonance with the present findings, Linda Glover (2013) reported that empathy requires active listening and building trust and respect between team members. School heads need to demonstrate that they understand the difficulties their staff are experiencing and that they are prepared to support them to address these matters. In a balanced school, the leadership team is supportive in their approach to staff. This means that they: (a) are

approachable, (b) understand the problems staff face, (c) communicate well with staff, and (d) are supportive when things get tough. Supportive Leadership, although likely to be anchored by the leadership style of the school head, refers to the entire school leadership team.

Table 3. Frequency, Mean and Descriptive Measure of School Heads as to the Psychosocial Attributes

Item Statement	Responses (N=733)					Mean	VD
	5	4	3	2	1		
Personal Values							
1. Strives to be a good leader, listener and follower.	435	240	58	0	0	4.51	SA
2. Keeps their temper and stays calm under pressure.	358	270	105	0	0	4.35	SA
3. Is an open-minded and associate with different types of people.	341	351	41	0	0	4.41	SA
4. Shares ideas and credit with others, helps those who need it, and focuses on the common good.	363	324	46	0	0	4.43	SA
5. Develops their ability to recognize responsible behavior in self and others.	339	321	73	0	0	4.36	SA
Overall Mean						4.41	SA
Interprofessional Collaboration							
1. Addresses issues before they become full-blown conflicts or problems and make plans that avoid potential pitfalls.	234	381	118	0	0	4.26	SA
2. Shows that they are interested in and excited by your work.	319	321	93	0	0	4.21	SA
3. Demonstrates an awareness of appropriate communication and social skills.	303	364	66	0	0	4.32	SA
4. Adjusts easily to new situations (e.g., works with individuals he/she does not know, adjusts to new surroundings, etc.)	301	342	90	0	0	4.29	SA
5. Gives opportunity to utilize skills and talents and learn new skills	288	308	137	0	0	4.21	SA
Overall Mean						4.26	SA
Empathy							
1. Is sensitive to others' feelings and circumstances.	276	347	110	0	0	4.23	SA
2. Comes up with new ideas and look for alternatives.	272	362	99	0	0	4.24	SA
3. Cares for the feelings and emotions of everyone.	355	269	109	0	0	4.34	SA
4. Demonstrates appropriate care and handling of others' property.	348	304	81	0	0	4.36	SA
5. Recognizes consequences of inappropriate behavior and responds appropriately	288	308	137	0	0	4.27	SA
Overall Mean						4.29	SA

Legend: Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately (M)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

The Level of Total Quality Management Practices of Elementary School Heads

Table 4 presents the frequency and descriptive measure of school heads' total quality management practices in terms of management leadership and resource management.

Management Leadership

On school heads' total quality management in terms of management leadership, teacher respondents strongly agreed that their school heads took care of employee's well-being (e.g. welfare, health and safety provision, etc.), ensured that every employee aware on the schools mission, vision and objectives, ensured the school to fulfill its social responsibilities (such as environment friendly operation, charity to school, etc), strongly promoted staff involvement in quality management and improvement activities, and had communication links which were established between employees and top management.

Resource Management

On total quality management in term of resource management, teacher respondents strongly agreed that their school heads gave employees information and training they need to do the job effectively, gave employees tools they needed in order to do the job effectively, saw human resource ability considered in improvement activities, gave sufficient financial resources provided to support improvement activities, and managed on its material resources effectively.

Table 4. Frequency, Mean and Verbal Description of School Heads' Total Quality Management Practices as to the Management Leadership and Resource Management

Item Statement	Responses (N=733)					Mean	VD
	5	4	3	2	1		
Management Leadership							
1. Ensures that every employee aware on the schools mission, vision and objectives.	407	253	73	0	0	4.46	SA
2. Strongly promotes staff involvement in quality management and improvement activities.	353	298	82	0	0	4.37	SA
3. Ensures the school to fulfil its social responsibilities (such as environment friendly operation, charity to school, etc).	384	267	82	0	0	4.41	SA
4. Communication links are established between employees and top management.	274	394	65	0	0	4.29	SA
5. Takes care of employee's well-being (e.g. welfare, health and safety provision, etc.).	438	254	41	0	0	4.54	SA
Overall Mean						4.44	SA
Resource Management							
1. Sees human resource ability considered in improvement activities.	286	395	52	0	0	4.32	SA
2. Gives employees information and training they need to do the job effectively.	398	263	72	0	0	4.44	SA
3. Gives employees tools they need to do the job effectively.	375	291	67	0	0	4.42	SA
4. Gives sufficient financial resources provided to support improvement activities.	317	306	100	10	0	4.27	SA
5. Can manage on its material resources effectively.	281	327	125	0	0	4.21	SA
Overall Mean						4.33	SA

Legend:	Scale	Verbal Description
	4.21 – 5.00	Strongly Agree (SA)
	3.41 – 4.20	Agree (A)
	2.61 – 3.40	Moderately (M)
	1.81 – 2.60	Disagree (D)
	1.00 – 1.80	Strongly Disagree (SD)

These findings implied that school heads had a very effective management leadership. They always see to it that everything in the school was taken care of and everyone is aware of what is happening in the organization.

Continuous Facility Improvement

With regard to total quality management practices in term of continuous facility improvement, Table 5 reveals that teacher respondents strongly agreed that their school heads provided good room conditions, clean and attractive, ensure that the facilities are fit for purpose, maintain and regularly monitor the resources and facilities within the school premises, test and approve the facilities are functioning appropriately, and approve the facility upgrading like computers and e-classrooms.

Education and Training

On education and training, teacher respondents strongly agree that their school heads always update their knowledge, coordinate and support the faculty and staff regarding teaching/office conflicts and problems, convert potentials into outputs, not engaging in a lot of empty talk or chatter, train for job related skills and on total quality concepts, and practice continuous improvement of all its products, services, and processes.

Table 5. Frequency, Mean and Verbal Description of School Heads' Total Quality Management Practices as to the Continuous Facility Improvement and Education and Trainings

Item Statement	Responses (N=733)					Mean	VD
	5	4	3	2	1		
Continuous Facility Improvement							
1. Provides good room conditions, clean and attractive.	436	253	44	0	0	4.53	SA
2. Ensures that the facilities are fit for purpose.	414	269	50	0	0	4.50	SA
3. Maintains and regularly monitored the resources and facilities within the school premises.	404	257	72	0	0	4.45	SA
4. Tests and approves the facilities are functioning appropriately.	330	321	82	0	0	4.34	SA
5. Approves the facility upgrades like computers and e-classrooms.	341	306	76	10	0	4.33	SA
Overall Mean						4.43	SA
Education and Trainings							
1. Is always updates their knowledge.	405	281	47	0	0	4.49	SA
2. Is trained for job related skills and on total quality concepts.	368	318	47	0	0	4.44	SA
3. Coordinates and support the faculty and staff regarding teaching/office conflicts and problems.	404	283	46	0	0	4.49	SA
4. Converts potentials into outputs, not engaging in a lot of empty talk or chatter.	392	304	37	0	0	4.48	SA
5. Practices continuous improvement of all its products, services, and processes.	341	363	29	0	0	4.43	SA
Overall Mean						4.47	SA

Legend:	Scale	Verbal Description
	4.21 – 5.00	Strongly Agree (SA)
	3.41 – 4.20	Agree (A)
	2.61 – 3.40	Moderately (M)
	1.81 – 2.60	Disagree (D)
	1.00 – 1.80	Strongly Disagree (SD)

Table 6 shows the frequency and descriptive measure of school heads' total quality management practices in terms of work environment and culture and school achievement.

Work Environment and Culture

On work environment and culture, teacher respondents strongly agreed that their school heads possessed positive values such as trust, honesty, hardworking, were fostered by them, "practiced teamwork and involvement were normal practices in the school, opened in 'Employee satisfaction' initiatives (such as suggestion schemes, profit sharing, etc.), and made sure to have pleasant environment existing in all working areas. However, these respondents agreed that their school heads focused on irregularities, mistakes, exceptions and deviation from standards.

Table 6. Frequency, Mean and Verbal Description of School Heads' Total Quality Management Practices as to the Work Environment and Culture and School Achievement

Item Statement	Responses (N=733)					Mean	VD
	5	4	3	2	1		
Work Environment and Culture							
1. Makes sure to have pleasant environment exists in all working areas.	358	309	66	0	0	4.40	SA

2. Has positive values such as trust, honesty, hardworking, are fostered by them.	473	215	35	10	0	4.57	SA
3. Practices teamwork and involvement are normal practices in the school.	391	291	61	0	0	4.45	SA
4. Opens in 'Employee satisfaction' initiatives (such as suggestion schemes, profit sharing, etc.).	375	297	61	0	0	4.43	SA
5. Focuses on irregularities, mistakes, exceptions and deviation from standards.	190	292	237	8	6	3.89	A
Overall Mean						4.35	SA
School Achievement							
1. Talks optimistically about the future of the school rank.	353	329	51	0	0	4.41	SA
2. Discusses specific terms that is responsible for achieving performance targets.	389	293	51	0	0	4.46	SA
3. Talks enthusiastically about the needs of the school to be accomplished on the school year.	365	311	57	0	0	4.42	SA
4. Makes clear what one can expect to receive when performance goal is received.	384	271	75	3	0	4.41	SA
5. Spends time for teaching and coaching for the sake of everyone's achievement and improvement.	434	262	27	10	0	4.53	SA
Overall Mean						4.45	SA

Legend: Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately (M)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

School Achievement

On school achievement, teacher respondents strongly agreed that their school heads spent time for teaching and coaching for the sake of everyone's achievement and improvement, discussed specific terms that were responsible for achieving performance targets, talked enthusiastically about the needs of the school to be accomplished on the school year, talked optimistically about the future of the school rank, and made clear what one could expect to receive when performance goal was received.

These results implied that school heads had a very effective total quality management in so far as continuous facility improvement, education and trainings, work environment and culture, and school achievement were concerned.

The Relationship between Personal Qualities and Psychosocial Attributes of School Heads and their Total Quality Management Practices

Table 7 reveals the results of the correlation analyses on the relationship between personal qualities and psychosocial attributes of school heads and their total quality management practices. Using the Pearson Product-Moment Correlation Coefficient, results showed that highly significant correlations existed between the aforementioned variables as implied by the computed probability values of 0.000 which was less than the 0.01 level of significance.

Furthermore, positive correlations were found between the above mentioned variables as manifested by the positive signs of the computed r-values that ranged from 0.284 to 0.826. Results disclosed that as the level of personal qualities and psychosocial attributes of the school heads increased, the level of their total quality management practices also increased.

Results implied that highly positive correlations existed between school heads' personal qualities in terms of hard working, open-mindedness, and diplomatic and their total quality management practices in terms of management leadership, resource management, continuous facility improvement, education and training, work environment and culture and school achievement.

Furthermore, results indicated that mildly to highly positive correlations were found between school heads' psychosocial attributes in terms of personal values, inter-professional collaboration and empathy, and their total quality management practices in terms of management leadership, resource management, continuous facility improvement, education and training, work environment and culture and school achievement.

Moreover, these findings disclosed that the personal qualities of the school heads in terms of hardworking, open-mindedness, and diplomatic and their psychosocial attributes in terms of personal values, inter-professional collaboration and empathy really affected or improved the Total Quality Management of Elementary Schools in terms of management leadership, resource management, continuous facility improvement, education and training, work environment and culture and school achievement..

These findings support the results of the study conducted by Kalid and Ooi's (2011). In their study they found out that direct correlations existed between personal and professional qualities of school principals and their practices in total quality management. Moreover, they found the same results when they correlated the principals' psychosocial attributes and their total quality management practices. They concluded that High level of TQM practice lead to greater level of personal qualities and greater psychosocial attributes.

Table 7. Results of the Correlation Analyses between Personal Qualities and Psychosocial Attributes of School Heads and their Total

Quality Management Practices

TQM Practices	Personal Qualities			Psychosocial Attributes		
	Hard working	Open-mindedness	Diplo-matic	Personal Values	Inter-professional Collaboration	Empathy
Mgt. Leadership	0.773** (0.000)	0.712** (0.000)	0.763* (0.000)	0.826** (0.000)	0.801** (0.000)	0.454** (0.000)
Resource Mgt.	0.713** (0.000)	0.688** (0.000)	0.745** (0.000)	0.797** (0.000)	0.730** (0.000)	0.284** (0.000)
Continuous Facility Improvement	0.710** (0.000)	0.633** (0.000)	0.742** (0.000)	0.774** (0.000)	0.748** (0.000)	0.325** (0.000)
Education and Training	0.706** (0.000)	0.645** (0.000)	0.741** (0.000)	0.767** (0.000)	0.700** (0.000)	0.362** (0.000)
Work Environment and Culture	0.635** (0.000)	0.534** (0.000)	0.661** (0.000)	0.720** (0.000)	0.615** (0.000)	0.391** (0.000)
School Achievement	0.673** (0.000)	0.617** (0.000)	0.697** (0.000)	0.731** (0.000)	0.681** (0.000)	0.340** (0.000)

Note: Numbers inside the parentheses are probability values.

Numbers in the upper entry are computed r-values

Legend: ** = highly significant ($p \leq 0.01$)

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

The study determined the effect of school heads' personal qualities and psychosocial attributes on the total quality management practices in their respective schools in the District of Sta. Maria, Sta. Maria, Bulacan during the school year 2015-2016.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that the personal qualities of elementary school heads in terms of hardworking, open-mindedness and diplomatic were perceived by the teacher respondents as "outstanding". Furthermore, the same verbal interpretation was given to school heads' psychosocial attributes in terms of personal values, inter-professional collaboration and empathy. Moreover, the same verbal description was given by the teacher respondents to their school heads' total quality management practices in terms of management leadership, resource management, continuous facility improvement, education and training, work environment and culture and school achievement.

Results of the analysis revealed that highly significant correlations existed between personal qualities of school heads and their total quality management practices.

Likewise, highly significant correlations existed between psychosocial attributes of school heads and their total quality management practices.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

Highly positive correlations were found between school heads' personal qualities in terms of hardworking, open-mindedness, and diplomatic and their total quality management practices in terms of management leadership, resource management, continuous facility improvement, education and training, work environment and culture and school achievement. Furthermore, mildly to highly positive correlations were found between school heads' psychosocial attributes in terms of personal values, inter-professional collaboration and empathy, and their total quality management practices in terms of management leadership, resource management, continuous facility improvement, education and training, work environment and culture and school achievement. Thus, school heads' personal qualities and psychosocial attributes have highly and positively significant effect on their total quality management practices.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. School heads should continue to develop and increase the levels of their personal qualities and psychosocial attributes that are proven to have positive effect on their total quality management practices.
2. School heads should always work hand-in-hand with the teachers and community and other stakeholders to ensure the success in total quality management practices.
3. School heads as well as the teachers under their supervision should be encouraged and motivated to finish masteral and doctoral degrees to update their knowledge in education.
4. For future researchers, a qualitative research about school heads' personal qualities, psychosocial attributes and total quality management practices could be conducted to arrive at in-depth analysis of the correlations between these variables.

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