



Personality Traits and Level of Anxiety of School Administrators at Tawi-Tawi Regional Agricultural College

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School administrators experience trauma during and after service. The stress hypothesis suggests that trauma exposure involves such effects that are widespread and long-lasting. The author pursued this study to know what personality traits dominate among administrators in Tawi-Tawi Regional Agricultural College. It was also essential to know the anxiety level that they had which could significantly affect their performance. Further, this study aimed to determine the significant relationship between school administrators' personality traits and their level of anxiety. The quantitative research design was used in this study. Findings were (a) the personality traits of the school administrators regarding openness, conscientiousness, extraversion, agreeableness, and neuroticism were frequently manifested; (b) the level of anxiety of the school administrators was mildly experienced, and (c) there was a weak (positive) linear relationship between school administrators' personality traits and anxiety. The study concluded that the stressors in the everyday operations, matters and relationships with non-administrator and thinking about the possibility of being abused are the major stressors leading the school administrators to high anxiety. It was recommended that the school administrators should know better the value of knowing their personality traits and anxiety level needed for the comprehensive delivery of their functions in the call of service.

Key words: *Personality traits, anxiety, school administrator, descriptive-correlational method, Tawi-Tawi Regional Agricultural College, Bongao, Tawi-Tawi, Philippines*



Introduction

Anxiety disorder is a psychological disorder which differs from normal feelings and involves signs of nervousness and fear. It is the most common of all mental disorders and affects more than millions of people throughout the world. Many of these disorders are caused by a combination of factors, including changes in the brain and environmental stress. Most anxiety disorders begin in childhood, adolescence, and early adulthood thoughts, unrelenting worries or an incapacitation phobia, they may have an anxiety disorder (Stossel 2004).

Violanti (2006) emphasized that school administrators directly experience trauma after separating from the service. The stress hypothesis suggests that trauma exposure involves such effects that are widespread and long-lasting. As such, there is a lot who thinks that after retiring from service often experience anxiousness and tried to wonder as to why they are not happy for some people, adjustment and a life stage (lasting multiple years). The changes brought on by retirement can be significantly more difficult and can lead to depression.

The standards on administrative functions are exceptionally high. Majority of school administrators are working in full time, and some of them are having their shifts on work in the early stage of employment (Baker, 2000). Their main responsibility is to ensure that the operations of the respective school or department run smoothly, implements the academic policies, and supervise all curricular, instructional, and academic-related activities of all colleges and other academic support units. School administrators' main responsibility is to provide leadership for all academic programs in support of the school mission and vision and ensures academic excellence.

There are a lot of requirements before an individual becomes a school administrator, such as educational requirements, physical and eligibility examinations, and training programs. School administrators work in state and some local section to provide quality and excellent education for the community. Moreover, for one to become a certified administrator, it is important to undergo such training to develop the self. Much certified administrator is college deans, directors, academic coordinators, and program heads, although positions can be found in specialized units, such as research, extension, and planning. It is the decision of the person whether to choose between staying or leaving and eventually hit the retirement period.

According to Timothy (2012), no other professions demand higher ethical standards on teaching and administrative strategies. Some values that should be integrated are responsibility, honesty, integrity, good character. To build trust in the community, one should uphold fundamental effectiveness and integrity. The training on ethics is an essential tool to address problems, advocacy awareness, among others. School administrators should act by the law.



The author pursued this study to know what personality traits dominate among school administrators in Tawi-Tawi Regional Agricultural College. It was also important to know the anxiety level that they had, which greatly affect their performance.

Literature Review

The phenomena of personality behaviour is an important factor for any individual of an organization, whereas the level of traits and anxiety are interrelated to each other. Any authority given to any individual holds some responsibilities which are needed to be fulfilled accordingly, whether such an individual take stress or anxiety with it. Studies have given vast elaboration on the level of anxiety and traits that are being faced by administrators (Anderson et al., 2018). Eminently, the authority of the administrator is usually formed to manage the overall matters of organization, even though the last post that holds all charge to some extent bears the worst responsibility (De Pascalis, Vecchio, & Cirillo, 2020). Literature has used the term administrator, the person fulfilling the responsibility as an administrator survives through various channels where the tests are stronger than expected (Aydognmus, Camgoz, Ergeneli, & Ekmekci, 2018). Therefore, administrators are required to get the job done accurately with feasible measures. Studies have provided some bases where the factors of stress, anxiety, traits are prevalent following the situations, while some factors do occur while performing the jobs at organizations or universities. The toughest job of the administrator is fulfilled when all such factors prevail, although circumstances may differ accordingly, the accuracy and punctuality could not differ (Dos Santos, Bouso, Alcázar-Córcoles, & Hallak, 2018). It is pertinent to mention that the administrator bears a legal base but when there is an authority it does creates some sort of anxiety for the administrators due to some factors inducing problems while performing their managerial duties.

School administrators are reluctantly different from behaviours, although they are required to manage the students the level of traits and anxiety also prevails with all other factors (Bar, Leurer, Warshawski, & Itzhaki, 2018). The most difficult mean in the situation of school or college is to manage the students of different behaviours, whereas there is an opposing factor of a natural element. In schools, there are predominant factors that play an important role in the strong and complicated behavioural attitudes towards administrators. Despite globalization which has made some tasks easier with the changing environment, but the changing of social structure, changing economies, certain developments, academics, and high expectations of stakeholders make the task of administrator more complicated (Noordhof, Kamphuis, Sellbom, Eigenhuis, & Bagby, 2018). The ultimate generation of anxiety and traits comes from the complicated tasks which are assigned to administrators which have a significant role in student development. The changing world has not only influenced on various factors but also has strongly influenced on administrators where plenty of work and overall responsibility has enhanced the burden of administrators. There are various circumstances following a variety of



studies that contributes to the possibility of anxiety for the administrator, while the main one is the high expectation which remains still at the end (Eckhardt, Laumer, Maier, & Weitzel, 2016). In the performance of given tasks to the administrator, certain involvements are further elements that contribute to the anxiety level towards administrator attitude. The structural dynamics of school are the responsibility of the administrator where all other responsibilities prevail certain specific responsibilities are enough to generate the level of anxiety. The overall burnout of feelings prevails in the attitudes of certain persons which are being treated beyond their expectations whether the tasks are accomplished, studies have contributed most of the levels in universities, schools, and colleges (Senamart, Dee-lon, & Poldech, 2018).

The job of the administrator is the crucial one founded in the literature, were bearing all the responsibilities there are variant circumstances of having anxiety levels. All the factors that prevail for the accomplishment of task results in the anxiety of administrator, the tasks that are beyond the fulfilment of a human being create a level of anxiety in the behaviours, certain burnout of feelings came up at a certain time with certain levels (SAYIN, 2018). The syndrome of anxiety is viably discussed in the vast area of literature where the level of anxiety belongs to certain ages which are most affected by it. Where teacher restricted to some projects, HEY has contributed huge factors which have endorsed better ascertainment of the effectiveness of health media. The overall link of information system has much considerable between these elements and the implication of media and other projects through an information system has been gradually increased. A trait is further the capacity and capability of any person who is dealing with anxiety, although the world is forcing every individual to move at the stress factor, anxiety factor, etc. but the traits are all beyond capacities that are called a measurable factor to grasp any stress or anxiety levels (Yildiz Durak & Saritepeci, 2019). The administration of the school has an era with a certain direct impact on the possessing success in schools which inserts some emotional characteristics of the administrator. The changing world has also changed the standards of living, a completely opposing relationship between rural and urban life (MFILB et al., 2020). The change of living standards has moved towards the minds of urban people retaining the concept of the educational experience at high-quality levels, while rural people are opposed to the same concepts (Kumar & Mattoo, 2018). An era of literature that focused on differences in lives, where changes have not only enhanced the living standards but has significantly contributed to was an area of anxiety levels too. Studies have provided numerous explanations in the changing world, where the fittest survives, the person who bears good educational background and experience could be able to survive. The general rules for a human being have somehow created some significant elements toward the administrator's behavior but the anxiety and stress have grown up with the same changing world (Melzer & Grant, 2016). People of different ages are well acquainted with a different perspective, maybe they are used to it or maybe they are known to the coming flaws (Karaaslan, Kantekin, Hacimusalar, & Dağistan, 2020). Globalization not only affected organizations but also has put a significant impact on the minds of individuals and societies which are now demanding increased levels of

education and schools, while it also increases the level of anxiety and pressure on the administrators. Studies have shown the element of anxiety not only in the administrators but this factor is also prevalent between students of various standards, although the work of a student is less difficult than and administrator, the authorities are also given to administrator is beyond limitation (Zhang, Zhou, Gu, Lei, & Fan, 2018).

A person is forced to use the authority at a certain stage while the authority is also retaining with such person and the use of the mind to rectify issues could better overcome the authority. Studies reveal that anxiety levels are prevalent in any sector where an administrator is prevailing. The changing world was put an immense impact on the administrators also has impacted the minds of children with advanced education at an earlier age (Özgenel, 2018). The still prevailing factor of a trait in the administrator has somehow supported in different means where administrators are also allowed to use the authority for certain acts of decision making. The traits of exercising powers of an administrator which not only allows to accomplish tasks but also helps to ascertain many other reasons which are behind the anxiety. Studies have mentioned the authorities that have provided to the administrator limelight to the people for hiding the factors of stress, although it is agreeable that the administrator has a right to use any authority for letting the work fulfilled (Cömert & Dönmez, 2019; Hungerman & Schwertfeger, 1985). Yet the powers are to be used by the rules and policies, therefore for impressing the people, anxiety level cannot be disrupted. Studies have enumerated the role of administrator a completely difficult task for a specified person, bearing all powers and bearing all responsibilities are owners.

Despite the trait which is significantly an enormous quality of an administrator but the vast area of burden and responsibility is the main measurable factor of anxiety upon administrators. Moreover, administrators bear all the authority but are allowed to use such in a formal way rather than a harsh threat to other or statement (Clark, 2018). The prevailing trait factor in the post of administrator is enormous for the contribution of best structural environments to the organizations or educational institutions. The competencies prevail when the administrators are examined based on anxiety and traits, while traits could better put significant norms in establishing the work environments for other working members (Vealey, 1990). The overall responsibility lies in administrators for managing the school and university environment for students whether the anxiety level is enhanced or not the level of trait must prevail which hides the stress levels on the face of other people in the same environment (Bolter, Petranek, & Dorsch, 2018). It is eminent that school administrators bear all authority for doing the job yet the conflict arises when a person bearing all powers did not use it when it is most probably required. While reviewing the literature, plenty of problems are countered while examining the responsibilities or administrators that have revealed the school budget, teachers, work overload, parents, supervisors, the environment of the school, etc. Personality levels are revealed when more stress has been placed by the responsibilities brought up with certain designations (Zanca,

2018; Zhenmiao, Jing, & Gaopi, 2007). Moreover, studies have contributed eminent problems that are caused within the course of their duties which are preliminary factors for the increment of anxiety levels. Yet the gender level is prominently different for attaining different advantages in the school administration, the students and teachers belonging towards school could be a positive sign towards anxiety. The probable levels of burnout usually not highlight significant discrimination of gender, seniority of management, location, school type, job seniority, etc. Parallel studies on the administrator of the school, college, and universities have been done by stating the role of administrators in various organizations also, many other factors have also been enumerated by the literature that duly influences the administrators. The process of managing risks at various stages by an administrator could endorse prominent influences over the organization where the administrators are brought to look at whole organizations under their authorities (Gunasinghe, Abd Hamid, Khatibi, & Azam, 2019).

The capability of a trait is not inserted nor forcefully entered but it's the most reputable quality that exists in some administrators which are if indulged in the duty of administrators also responds or reacts without impressing anxiety or stress. A variety of studies have analyzed the role of administrators in small schools, despite the fact higher schools have most administrators. The personality always bears certain levels which are sometimes become limelight to the other people and sometimes hinder behind the walls of heart and eyes, whereas the anxiety is arising where traits are lower than stress. The overall responsibility of an organization when imposed on any person always in the line of fire burning with all over but have to reach like unburnt (Igundunasse & Anozie, 2018). The gradual movement of administrative work without the prevailing factor of anxiety could be better resulted in the accomplishment of relevant elected administrators. Studies on many universities, colleges, and schools have been done which renders the most competing post of administrator which is responsible for the overall stability of such issues that prevail within students or teachers, although many other factors do prevail which reacts and links but the ultimate decision is taken by administrators. The prominent forum for any person working in such an organization is answerable to the administrators. Vide literature has so far contributed the factors that are eminent in selective administrators but the studies have mentioned some of the reluctant issues that can be dominant in explaining the administrators.

Methodology

This study utilized a descriptive –correlational method of research. The descriptive method of research was employed to separately determine the personality traits and level of anxiety of select school administrators of the respondents.

According to Lomax (2007), the descriptive research method describes the phenomena being studied in which it is considered one variable like univariate analysis and entry to the new

inquiry. Moreover, the correlational/associational research method has played an important part in determining the relationship between the personality trait and level of anxiety of select school administrators. Descriptive research usually looks into the relationship between two or more variables in the study as well as the theoretical underpinnings and models to seek answers to correlations (Cresswell, 2008).

The respondents of the study consisted of fifty (50) school administrators of Tawi-Tawi Regional Agricultural College. The gathered data was based on the personality traits and level of anxiety of the school administrators who were present on the day of the survey. Quota-purposive-convenience sampling was used in the study.

The author used a standardized test. Jeff Potter's (2000) standardized instrument for the personality traits was used considering the openness, conscientiousness, extraversion, agreeableness, neuroticism. Likewise, to determine the level of anxiety of the respondents, the Aaron Beck (2015) instruments were used.

For accurate and consistent analyses and interpretation of data, the author used the weighted mean to determine the respondents' personality traits. Also, Pearson r was used to determine if there is a significant relationship between the respondents' personality traits and level of anxiety.

Results

Table 1 shows the personality trait of school administrators. A homogenous interpretation of frequent was obtained, and the mean responses were ranging from 2.60-3.24, respectively. Based on the indicators, conscientiousness gained the highest mean response of 3.24 interpreted as frequent, while neuroticism has the lowest mean response of 2.60 interpreted as frequent. A grand mean of 3.08 interpreted as frequent was registered.

Table 1: Summary of responses in the level of personality traits of the school administrators

Indicators	Mean response	Verbal interpretations
A. Openness	3.22	Frequent
B. Conscientiousness	3.24	Frequent
C. Extraversion	3.13	Frequent
D. Agreeableness	3.22	Frequent
E. Neuroticism	2.60	Frequent
Grand Mean	3.08	Frequent

Legend: Always (A) 3.26-4.00; Frequent (F) 2.51-3.25; Seldom (S) 1.76-2.50; and Never (N) 1.00-1.75

Table 2 shows the level of anxiety of the school administrators. A different verbal interpretation was obtained "mildly" and "moderately." Mean responses were ranging from 2.04-2.84, respectively. A grand mean of 2.47 interpreted as mildly was registered respectively.

Table 2: The level of anxiety of the school administrators

Symptoms	Mean response	Verbal interpretations
1. Numbness or tingling	2.84	Moderately
2. Feeling hot	2.82	Moderately
3. Wobbliness in legs	2.80	Moderately
4. Unable to relax	2.70	Moderately
5. Fear of worst happening	2.80	Moderately
6. Dizzy or lightheaded	2.44	Mildly
7. Heart pounding/racing	2.48	Mildly
8. Unsteady	2.50	Mildly
9. Terrified or afraid	2.40	Mildly
10. Nervous	2.32	Mildly
11. Feeling of choking	2.40	Mildly
12. Hands Trembling	2.44	Mildly
13. Shaky/unsteady	2.56	Moderately
14. Fear of losing control	2.36	Mildly
15. Difficulty in Breathing	2.40	Mildly
16. Fear of dying	2.62	Moderately
17. Sacred	2.66	Moderately
18. Indigestion	2.48	Mildly
19. Faint/lightheaded	2.52	Moderately
20. Face flushed	2.46	Mildly
21. Hot/Cold sweats	2.54	Moderately
22. Falling Sensation	2.32	Mildly
23. Restless legs	2.50	Mildly
24. Sudden weight loss	2.38	Mildly
25. Body pain	2.58	Moderately
26. Frequent urination	2.36	Moderately
27. Blurred vision	2.24	Mildly
28. Muscle tension	2.14	Mildly
29. Trembling	2.04	Mildly
30. Weak limbs	2.10	Mildly
Grand Mean	2.47	Mildly

Legend: Severely-it bothered me a lot 3.26-4.00; Moderately-it wasn't pleasant at times 2.51-3.25; Mildly but it didn't bother me much 1.76-2.50, and Not at all 1.00-1.75

Table 3 shows the result of the significant relationship between school administrators' personality traits and their level of anxiety. An R-value of 0.442 and p-value of 0.001 was yielded wherein it was less than the alpha value of 0.05. Thus, the null hypothesis of a significant relationship was rejected because there was a significant relationship between school administrators' personality traits and their level of anxiety.

Table 3: The result of the significant relationship between school administrators' personality traits and their level of anxiety

x-variable	y-variable	r-value	interpretation	p-value	Remarks	Decision on H ₀
School Administrators' Personality Traits	Level of Anxiety	0.442	A Weak (Positive) Linear Relationship	0.001	Significant	Reject H ₀

Discussions and Conclusions

Landman, A. (2016) on his study "The impact of personality traits and professional experience on school administrators' operations performance under pressure" revealed that school administrator's demonstrated performance by the situation with meta-analysis skills and under the operations performance indicated high-pressure prediction respectively. In the study conducted by Martin, E., et al., (2004) wherein the results revealed that traits on obsessive-compulsive improves the performance of the school administrators.

Based on the results posited in the study, it found out that extraversion and agreeableness particularly correlate with personal accomplishments (Bakker, A. et al. 2002). Moreover, school administrators also demonstrated good interpersonal relationships with the community to maintain peace and harmony. Also, Elshaug and Metzger (2001) recently studied the personality attributes of volunteer food preparers and school administrators using the five-factor model of personality and found significant correlations between volunteering and the dimensions of agreeableness and extraversion.

Another study by Fontana et al. (2009) wherein based on the results, it showed a positive correlation on the neuroticism as well as psychoticism while the negative correlation between extraversion traits and stress. A study was conducted by Storch, J. et al., (1996) entitled Police stress: State-Trait Anxiety about occupational and personal stressors. In which the results showed that one of the major stressors leading the school administrators to high anxiety is the stressors in the everyday operations, matters and relationships with non-administrator and thinking about the possibility of being abused. According to Elshaug and Metzger (2001), the



personality attributes of volunteer food preparers and volunteer firefighters using the five-factor model of personality and found significant correlations between volunteering of school administrators on their personality traits and the level of anxiety since it also affects the overall performance.

The personality traits of the school administrators in terms of (a) openness, (b) conscientiousness, (c) extraversion, (d) agreeableness, and (e) neuroticism were rated as frequent. The level of anxiety of the school administrators was mildly experienced. There was a significant relationship between school administrators' personality traits and their level of anxiety. There was a weak (positive) linear relationship.

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