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Administrative Performance of School Heads and School Achievement in the Division of Bacolod City

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Abstract

This study aimed to determine the administrative performance of school heads and school achievement in the Division of Bacolod City during the School Year 2016-2017.

Descriptive design was employed utilizing a modified questionnaire on the school heads' demographic profile, the profile and achievement of the school and, the level of administrative performance of the school heads. Likewise, an instrument called Interactive Open Four Temperament Scales by Eric Jorgenson was used to determine the temperament type of the school heads as well as Key Informant Interview to triangulate the results of the survey.

Results showed that the majority of the school heads have ages between 41 years and above, female with master's degree units, who have been in the teaching profession between 11-20 years, having sanguine personality and middle born children, married, and with an annual income between 250,000 and above.

The level of administrative performance of school heads in the area of Delegation of Authority got the highest mean score of 3.66, followed by the area on Interaction-Facilitation with a mean score of 3.65. Decision-making is third with a mean score of 3.58 and the last is on Planning with a mean score of 3.41. Nevertheless, all mean scores are

interpreted as very high level of administrative performance. The overall mean of 3.58 shows that the level of administrative performance of school heads is very high.

As to the level of achievement of the schools, only 5 schools got a rating of "Outstanding", 13 schools obtained a rating of "Very Satisfactory", another 13 schools yielded a rating of "Satisfactory", 21 schools obtained a rating of "Unsatisfactory" and the remaining 5 schools got a rating of "Poor." The average rating of the 68 schools is 56.87 interpreted as "Satisfactory" performance or achievement of schools in the Division of Bacolod City.

Moreover, there are significant differences in the level of administrative performance of school heads when they are grouped according to variables age, gender length of service, civil status, educational attainment and annual family income. In contrast, no significant differences were observed when they are grouped according to ordinal position and temperament type.

Lastly, there is no significant relationship between the level of administrative performance of the school heads and the school achievement. Based on the findings of the study, an enhancement program was designed to improve the level of administrative performance of the school heads and the school achievement.

Keywords: Administrative Performance, School Heads, School Achievement

1. Introduction

It has been acknowledged that the head of the school is a key factor on how effective the school is. All the talks about the key role of the school head boil down to how principals foster school capacity building. Clearly, effective school heads constantly work at helping individuals develop, continually work at enhancing relationships in the school and between the school and the community, and maintain a focus on goal and program coherence (Sebring and Bryk, 2006).

Similarly, Leithwood (2009) is of the idea that school leaders should spend their time developing people, building commitment to change, creating the conditions for growth in teachers, and relating to outside forces while continually acquiring and targeting resources. School heads lead the charge in focusing on instruction, school-wide mobilization of resources and effort with respect to the long-term emphasis on instruction. Indeed, school leadership is a determining factor in school success.

Education is highly value-laden. School systems tend to reflect the values and preferences of parents, students, administrators, politicians and/or many others. Yet such values and preferences evolve over time and education systems must change to accommodate them. Decision makers in the domain of education can benefit from benchmarking research, learning about the

range of factors that is related to success, taking inspiration from the success of others, and then adapting policies and practices to the local context while adding unique elements that make their own school system one of a kind (Lawler, 2004).

Accordingly, educational system needs effective school leaders for maximum educational achievements. The realization of these educational achievements lies heavily on school administrators who play an important role in guiding and motivating their subordinates in performing their assigned tasks. It is, therefore, imperative for school administrators to possess a kind of leadership style that would meet the expectations of the teachers and the whole community in general (Andres, 2008).

School heads' leadership style surely influences the perceptions of their subordinates toward accomplishing and performing their jobs effectively. The supportive administrator who gives positive feedback can increase his subordinates' view of their inputs and thereby indirectly influence the subordinate's performance in their job. School administrators are expected to provide the necessary needs of teachers in giving support and proper motivation. This means that administrators should attempt to motivate teachers strongly and help them reach their goals (Davis and Newstrom, 2003)^[9].

Certainly, school simply could not exist or improve its status without effective and efficient leaders to guide its organizations. Effective leadership is the main resource of developed countries. Leadership is, therefore, the key factor in the development of an institution just like the educational system (Certo, 2005).

The researcher, being an Education Program Specialist acknowledges the fact that the school administrators' performance, the learning environment and the demographic profile of the schools are all interrelated, hence a cohesive and systematic approach is needed to continuously improve the school systems. It is from the foregoing concepts that this study will be undertaken, that is, to determine the administrative performance of school heads as determinant of school achievement, hence this study.

1.1 Objectives

This research investigation aimed to determine the administrative performance of school heads and school achievement in the Division of Bacolod City during the school year 2016-2017.

Specifically, it sought to answer the following questions:

1. What is the profile of the school heads in the Division of Bacolod City in terms of the selected variables:
 - a. Age
 - b. Gender
 - c. Length of Service
 - d. Civil Status
 - e. Ordinal Position
 - f. Temperament Type
 - g. Educational Attainment
 - h. Annual Family Income
2. What is the level of administrative performance of school heads and when taken as a whole and when taken in each of following areas:
 - a. Planning
 - b. Decision-making
 - c. Interaction Facilitation
 - d. Delegation of Authority

3. What is the level of achievement of schools in the Division of Bacolod City?
4. Is there a significant difference in the level of administrative performance of school heads when they are grouped according to the aforementioned variables?
5. Is there a significant relationship between the level of administrative performance of the school heads and the school achievement in the Division of Bacolod City?
6. On the bases of the findings of the study, what enhancement program should be designed to improve the level of administrative performance of the school heads and the school achievement in the Division of Bacolod City?

2. Theoretical/Conceptual Framework of the Study

In the wake of the recent global economic crisis, countries need to structure and manage school systems efficiently to maximize limited resources. Many school systems have been redefining school leadership roles to drive improvements in learning outcomes and to manage greater school autonomy and accountability (Darling-Hammond, 2009).

Leadership in an educational setting is very important. Any organization needs quality leadership. It is important that the leader of the organization must be able to harness the power, the spirit, and the creativity of the subordinates. This is premised on the idea that the subordinates have valuable contributions towards the success of the organization. Thus, effective leadership must produce quality performance of subordinates (Grint, 2007).

This kind of leadership style was endorsed by James Gregor Burns in his theory which described transforming leadership as a process in which leaders and followers raise one another to higher levels of morality and motivation in what he calls the "Transformational Leadership" as cited by Yukl (2001).

The leaders seek to raise the consciousness of followers by appealing to higher ideals and moral values such as liberty, equality, peace and humanitarianism, not to basic emotions such as fear, greed, jealousy and hatred. Thus, the role of a leader is to help people to do more from being mere subordinates into followers. Subordinates do what they are supposed to do, while good followers are self-motivated, they do things for themselves, are committed to a vision of what the school can become and to what teaching and learning should be (Sergiovanni, 2008).

This study is anchored on Management Theory which states that as an organization, school serves the needs of various groups: students, teachers, administrators, parents, and other stakeholders. The expectations of each group are important when examining features of school organization and its influence on school performance. The theory focuses on the behaviour of people within the organization and assumes and asserts that organization should invest time and effort in addressing the needs of the employees as a means of achieving the goals of the organization (Shafritz & Ott, 2007).

These assumptions can be applied to schools because schools serve student academic needs. Society expects teachers, administrators, and other stakeholders to provide the channel for students to attain academic success. In this interpretation, school employees become required resources providing the services needed by students to achieve academically. If principals hold similar beliefs regarding the

value of school employees, then there exists the possibility that achievement of the school performance goals is attainable. The link between school heads and the school's performance and productivity can be established (Deming, 2008).

3. Methodology

The study used the descriptive research design to determine the level administrative performance of school heads according to the following areas of planning, decision-making, interaction facilitation and delegation of authority when taken as a whole and when grouped according to age, gender, length of service, civil status, ordinal position, temperament type, educational attainment, and annual family income. Likewise, the study investigated the level of school achievement. Moreover, based on the findings, an enhancement program was designed to improve the level of administrative performance of the school heads and the school achievement in the Division of Bacolod City.

The participants of the study were the school heads of the Division of Bacolod City, Negros Occidental. All the sixty-eight (68) school heads both from the elementary and secondary schools were included in the study. Total enumeration was utilized.

There were three sets of data gathering instruments used in this study. The first instrument is a questionnaire which comprises of three parts. Part I aimed to gather information on the selected characteristics of the participants in terms of age, gender, length of service, civil status, ordinal position in the family, temperament type, highest educational attainment and annual family income. Part II is the profile of the school that determines the name of school and the Division Unified test Mean Percentage Score result. And, Part III is the questionnaire proper that determined the performance of the school heads in terms of the management functions of planning, decision-making, interaction facilitation and delegation of authority. Ten items were allocated for each area thereby totalling to 40 items in the questionnaire. Item numbers 1-10 determines the planning skills, numbers 11-20 reflect their decision-making capacity, 21-30 their interaction-facilitation and item number 31-40 towards their delegation of authority skills. An arbitrary scale was utilized to assign the following score for each response: Very High Level (4), High Level (3), Low Level (2), and Very Low Level (1).

The second instrument is the Interactive Open Four Temperament Scales by Eric Jorgenson to determine the temperament type of the school heads, as one of the needed data for profiling them. The interactive test consists of 40 item statements that was rated on how much should each participant agrees. It was rated on a five-point rating scale: where: Strongly Disagree (1), Disagree (2), Neutral (3), Agree and Strongly Agree (5). Finally, the third data gathering procedure conducted was the key informant interview, wherein selected school heads available at the time of the data gathering were asked five (5) open ended questions and answers were recorded verbatim to supplement the first set of questionnaires and as well as to triangulate the results of the survey.

The validity of the questionnaire was established through content validation wherein it was presented to three doctorate degree holders who were knowledgeable and experts in the field of research. The rating scale by Goods

and Scates were given and administered by the validators to rate the items in the questionnaire. The computed mean of the rating was 4.44 thereby attesting to the validity of the questionnaire. Likewise, in order to establish the reliability of the instrument, 30 school heads from the Division of Bago City was used as dry-run participants of the study. The data were tallied, the mean scores were computed and subjected to statistical computation with the use of Cronbach Alpha which resulted to 0.93 showing the high reliability of the instrument.

The statistical tools used were the frequency and percentage distribution for the profile of the school heads; mean for level of administrative performance of school heads and the level of the school achievement, t-test and ANOVA for the significant difference in the level of administrative performance of school heads when they are grouped and compared according to selected variables, and Pearson r for the significant relationship between the level of administrative performance of the school heads and the level of school achievement.

4. Results and Discussions

Profile of School Heads. Majority of the school heads have ages between 41 years and above, female with master's degree units, who have been in the teaching profession between 11-20 years, having sanguine personality and middle born children, married, and with an annual income between 250,000 and above as presented in Table 1.

Table 1: Profile of school heads according to selected variables

Variables	School N	Heads %
Age:		
20 – 40 years old	10	14.71
41 years old - above	58	85.29
Gender:		
Male	26	38.24
Female	42	61.76
Educational Attainment:		
Baccalaureate	1	1.47
With MA Units	30	44.12
Full Fledged MA	19	27.94
With PhD Units	13	19.12
Full Fledged PhD	5	7.35
Length of Service:		
1 – 10 years	3	4.41
11 – 20 years	31	45.59
21 – 30 years	23	33.82
30 years - above	11	16.18
Personality Type:		
Sanguine	54	79.41
Phlegmatic	14	20.59
Ordinal Position:		
First born child	14	20.59
Second child	11	16.18
Middle child	28	41.18
Youngest child	12	17.64
Only child	3	4.41
Civil Status:		
Married	62	91.18
Single	3	4.41
Widow	3	4.41
Annual Income:		
100,000 – 249,000	8	11.76
250,000 - above	60	88.24
Total	68	100.00

Level of Administrative Performance of School Heads. Examination of statistics in Table 2 shows that Delegation of Authority got the highest mean score of 3.66, followed by the area on Interaction-Facilitation with a mean score of 3.65. Decision-making is third on the rank with a mean score of 3.58 and the last among the four areas is on Planning with a mean score of 3.41. Nevertheless, all mean scores are interpreted as very high level of performance. The overall mean of 3.58 shows that the level of performance of school heads is very high.

Table 2: Statistics on the performance of school heads when all areas were taken as a whole

A R E A S	Mean Score	Interpretation
A. Planning	3.41	Very High Level
B. Decision Making	3.58	Very High Level
C. Interaction Facilitation	3.65	Very High Level
D. Delegation of Authority	3.66	Very High Level
Overall Mean	3.58	Very High Level

Level of Achievement of the Schools: As revealed in Table 3, out of 68 schools in the Division of Bacolod City only 5 schools got a rating of "Outstanding", 13 schools obtained a rating of "Very Satisfactory", majority with 13 schools yielded a rating of "Satisfactory", 21 schools obtained a rating of "Unsatisfactory" and the remaining 5 schools got a rating of "poor." The average rating of the 68 schools is 56.87 showing a "Satisfactory" performance or achievement of schools in the Division of Bacolod City.

Table 3: Level of achievement of the schools in the division of Bacolod City

Rating Range	Interpretation	N
69 - 75	Outstanding	6
63 - 68	Very Satisfactory	13
57 - 62	Satisfactory	23
51 - 56	Unsatisfactory	21
45 - 50	Poor	5
Total		68

Average: 56.87 - Satisfactory

Difference in the Performance of School Heads When Grouped and Compared According to Selected Variables:

As presented in Tables 4 to 11, the variables of age, gender, length of service, civil status, educational attainment, and annual family income registered significant differences while ordinal position and temperament type showed significant differences in the level of administrative performance of school heads when they are grouped according to selected variables.

According to Age: Examination of statistics in Table 4 shows that school heads with ages between 20 to 40 ($M = 3.57$, $SD = .61034$) did not significantly differ from school heads with ages 41 and above ($M = 3.58$, $SD = .58015$) relative to their level of performance ($t(68) = 1.036$, $p > .05$, two tails). This means that age is not factor that influenced the level of performance of school heads.

Table 4: Comparative statistics on the performance of school heads when they were grouped and compared according to age

Variable		M	SD
Age	20 - 40 years old	3.57	.61034
	41 years old and above	3.58	.58015

- (68) = 1.036, $p > .05$, two tails
- Not significant

According to Gender: Table 5 shows that male school heads ($M = 3.56$, $SD = .61042$) did not significantly differ from the female school heads ($M = 3.58$, $SD = .51073$) regarding their level of performance ($t(68) = 1.106$, $p > .05$, two tails). This implies a similar level of performance of both male and female school heads demonstrating a comparable level of competence and ability and ensuring that the learning environment is conducive to learning for all.

Table 5: Comparative statistics on the performance of school heads when they were grouped and compared according to gender

Variable		M	SD
Gender	Male	3.56	.61042
	Female	3.58	.51073

- $t(68) = 1.106$, $p > .05$, two tails
- Not significant

According to Educational Attainment: Examination of data in Table 6 shows that the computed F value was 1.19 with a p-value $> .05$ which indicates that there is no significant difference in the level of performance of school heads when they are grouped and compared according to educational attainment. This implies that the degree earned by the school heads bear no difference in as far as educational achievement is concerned. The educational achievement of the school heads did not make a difference in their school performance.

Table 6: Comparative statistics on the performance of school heads when they were grouped and compared according to educational attainment

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	.06	4	0.15	1.19	.600*
Within Groups	7.97	64	.1265		

Tabular Value: 3.14

* Not Significant

Table 7: Comparative statistics on the performance of school heads when they were grouped and compared according to length of service

0	Sum of Squares	df	Mean Square	F	Significance
Between Groups	.28	3	0.093	0.72	.28*
Within Groups	8.30	65	.1297		

Tabular Value: 3.14

* Not Significant

According to Length of Service: As viewed from Table 7, it can be seen that the computed F value was .72 with a p-value $> .05$ which means that there is no significant difference in the level of performance of school heads when they are grouped and compared according to length of service. This denotes that the number of years that the school heads have been in the teaching profession is not a factor in the assessment of their performance. Though it can be inferred that work experience gives school heads a competitive advantage in gaining more knowledge and

skills, however the school heads regardless of their tenure in the teaching profession similarly perform their function.

According to Personality Type: Table 8 shows that school heads with Sanguine personality type ($M = 3.60$, $SD = .30263$) significantly differ from school heads with Phlegmatic personality type ($M = 3.56$, $SD = .53407$) relative to their level of performance ($t(68) = 0.940$, $p < .05$, two tails). This suggests that the personality type of school heads contribute to their difference in performance. Temperament and personality are predominant features influencing school heads' performance.

Table 8: Comparative statistics on the performance of school heads when they were grouped and compared according to personality type

Variable		M	SD
Personality Type	Sanguine	3.60	.30263
	Phlegmatic	3.56	.53407

- $t(68) = 0.940$, $p < .05$, two tails
- Significant

According to Ordinal Position: As viewed from Table 9, it can be seen that the computed F value was 3.26 with a p-value $< .05$ which means that there is a significant difference in the level of performance of school heads when they are grouped and compared according to Ordinal Position. This signifies that Ordinal Position is a determinant factor affecting the level of performance of school heads. Birth order bears an impact on the personalities of school heads and eventually to their performance.

Table 9: Comparative statistics on the performance of school heads when they were grouped and compared according to ordinal position

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	1.47	4	0.368	3.26	.012*
Within Groups	7.11	64	.1129		
Total	8.58	68			

Tabular Value: 3.14

* Significant

Table 10: Comparative statistics on the performance of school heads when they were grouped and compared according to civil status

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	0.49	2	.245	1.97	.301*
Within Groups	8.07	78	.1242		

Tabular Value: 3.14

* Not Significant

According to Civil Status: Examination of Table 10 shows that the computed F value was 1.97 with a p-value $> .05$ which means that there is no significant difference in the level of performance of school heads when they are grouped and compared according to civil status. This shows that married, single and widow school heads in the same way manifested a similar level of performance. Though it may be presumed that being married involves more social

responsibilities, however such situation did not make a significant difference in as far as the level of performance of school heads is concerned.

According to Annual Income: Examination of statistics in Table 11 shows that school heads with annual income between 100,000 to 249,000 ($M = 3.57$, $SD = .61024$) did not significantly differ from school heads with annual income of 250,000 and above ($M = 3.58$, $SD = .52043$) in their level of performance ($t(68) = 1.3026$, $p > .05$, two tails). This means that the income of school heads is not a contributory factor in affecting or influencing their level of performance.

Table 11: Comparative statistics on the performance of school heads when they were grouped and compared according to annual income

Variables		M	SD
Annual Income	100,000 0 249,000	3.57	.61024
	300,000 and above	3.58	.52043

- $t(68) = 1.3026$, $p > .05$, two tails
- Not significant

Relationship between the Performance of School Heads and the School Achievement: Examination of statistics in Table 12 shows no significant relationship between the level of performance of school heads and the school achievement ($r = .002$, $n = 68$, $p > .01$, two tails). This indicates that the performance of school heads does not bear relation on the school achievement.

Table 12: Correlational matrix between the performance of school heads and school achievement

	School Achievement
School Heads' Performance	.002**

** Not significant at 0.01 level (2-tailed)

5. Conclusion

The data indicate that school heads in the said division need to further enroll in graduate studies and finish masteral or doctoral degrees for their personal and professional development and eventually providing them with more knowledge and skills for effective management of school. Effective school management demands adequate planning and implementation of decisions which are influenced by the behavior of the administrator. The behavior of the administrator towards his teachers contribute to a very large extent to greater productivity and better performance of teachers. It is therefore a must to inquire into the leadership behavior of school administrators to find out whether they possess the traits and leadership style that promote cooperation and motivation among teachers.

Moreover, the data indicate that generally, the schools in the Division of Bacolod City are considerably and moderately performing which necessitate and demand for these schools to exert more efforts towards improving their performance. Nevertheless, age, gender, length of service, educational attainment, civil status, and annual income are not determinant factors that influence the level of performance of school heads. Personality type and ordinal position affect and bear impact on the level of performance of school heads. Furthermore, the level of performance of school heads is not significantly related with the school's

achievement.

6. Recommendations

It is recommended that elementary school heads, young and old, male or female, and those who served for a longer year should be encouraged to balance work with leisure time. For teachers, in-service trainings and seminars should be provided to enhance their decision-making and communication skills.

To be able to recognize school heads' decision-making styles and its impact on them, there is a need for Soft Skills Training Program, particularly rational, intuitive, dependent, avoidant and spontaneous styles. This set of training programs may be a series of seminar-workshops that enhance decision making, particularly personal competence. The strategic purpose of such program is to provide the employees in the organization with the right soft skills, tools and techniques required for them to perform their role effectively as the changes in multicultural environment to manage decision making styles.

On school achievement, school administrators, school heads and teachers should have an active, living vision focused on teaching and learning that is coordinated with the district and be oriented with the competencies programs to achieve the common goal of obtaining the highest level of performance in the Division.

7. School Head's Enhancement Program

Rationale: Building an effective school is analogous to building a dream house. This enhancement program was crafted and designed as a result of the study entitled "Administrative Performance and School Achievement: A Basis for Enhancement Program". The school head is the main architect for success by leading and ensuring designs that the correlates of an effective school are built into the system of operation. To be effective, school leaders need professional development to enhance their knowledge and to improve their skills. School improvement efforts largely depend on the motivation, interest, commitment and competencies of the head teachers.

Mission: To improve school effectiveness through enhancement and expanding the skills of school heads and school administrators for continuous school improvement and academic performance.

Structure of the Program: The program is a blend of theory in to practice with face- to- face sessions and workshops. For face- to- face sessions, the participants will come to the session hall for the activity proper. In the workshop, the participants will share their field experiences, success stories and challenges faced during the implementation process. In order to see the level of change in school heads' attitude and practices, a monitoring and evaluation will be conducted.

Outline of the Program: The training program has been designed based on the needs identified by the school heads during the need assessment exercises. The following themes related to educational leadership and management have been included in the training program in order to achieve the stated objectives: Reflective Practice, Leadership and Management, Monitoring, Evaluation and Assessment, Educational Change, and School Development Plan.

Monitoring and Evaluation of Participants: The school heads need to submit one assignment at the end of the filed work component. The focus of the paper would be

implementation of new learning from the training and the emerging issues during the implementation period. The summative assessment will be on the basis of their theoretical understanding and presentation of the papers. However, formative assessment such as school heads participation in classroom activities, their attendance, commitment, interest level, and overall learning from the course will be taken into consideration while assessing their performance.

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