

Managerial Skills of School Heads and Teachers’ Work Performance in Capul District, Northern Samar Division

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Abstract — This study examines the managerial skills of school heads and the work performance of teachers in the Capul District of Northern Samar Division, pointing out the correlation of leadership effectiveness and instructional quality. Findings uncover that the profiles of school heads meaningfully impact their managerial capabilities, suggesting that experienced and well-rounded leaders are pivotal for driving positive educational changes. The analysis indicates that while school heads demonstrate solid foundational skills, particularly in collaborative leadership, there are significant areas requiring improvement, such as managing operations and building connections. This points out the need for targeted professional development programs aimed at enhancing these competencies to promote conducive learning environments.

Likewise, the study explores teacher profiles, manifesting a predominantly female teaching force aged 35-41 with prominent experience and advanced degrees. Despite strong classroom management skills, teachers reveal moderate proficiency in content knowledge and pedagogy, mainly in explicating complex concepts and addressing diverse student needs. The findings highlighted the vital essence of ongoing professional development, including workshops and mentoring programs, strengthening teachers' subject matter expertise and instructional strategies, ultimately enhancing student learning outcomes.

The research emphasizes critical areas for growth, including curriculum alignment, community engagement, and the development of accessible education practices. Recommendations include employing a Management Skills Enhancement Plan for school heads to augment leadership competencies and enhance teachers' pedagogical skills. Additionally, promoting strong community partnerships and collaborative projects will further support educational initiatives.

Future research should aim at investigating the relationship between principal profiles and their managerial skills to identify the best practices for effective school leadership. In general, this study contributes profound realizations into the dynamics of school leadership and teaching performance, offering a framework for continuous improvement in educational settings within Capul District, ultimately aiming to elevate the quality of education for all students.

***Keywords* — Quality Education, Managerial Skills, School Leadership, Performance, Content Knowledge, Pedagogy, Expertise, Framework, Collaboration and Engagement.**

I. Introduction

The success and development of any educational institution depends on the school head's managerial ability hence their role in developing schools or educational institutions. This includes full responsibilities, including the learning strategic optimization and management of all funding

and financial resources. School Heads should be able to manage educational resources in schools, including educators and teachers, facilities and curriculum, and any opportunities for cooperation with related infrastructure institutions. Good management of all elements will create an effective leadership style to achieve the expected school vision and mission, and to produce qualified graduates, thus, an effective managerial skill can be demonstrated through the leadership of the school head (Kempa, et al., 2017).

The School Head's job was complex. Managers are people who carry out supervision of the activities of others and are responsible for achieving goals in an organization. A manager is also responsible for making decisions, allocating resources, and directing activities to achieve goals, which are consciously coordinated (Robinson & Judge, 2017). Management provides formal coordination in an organization for achieving pre-determined goals. The educational manager particularly performs his duties by using different planning and management techniques. These techniques are equally important for the managers of other sectors. The job of the educational institutional head is multidimensional, including tasks at various levels of management. In schools the tasks of heads are planning, strategic planning, budgeting, resolving conflicts, disciplining, rewarding improving productivity, managing time, managing change, managing ethics, and leading (Chuadhry & Shah, 2015).

The Department of Education (2020) also acknowledged the important position of the school heads in the continuity of education amidst the COVID-19 crisis. It asserted its obligation to give professional development to school heads. They were trained to carry out the adoption of an array of learning delivery prototypes based on their preparedness, resources, and plans. They were allowed to be familiar with the range of learning delivery prototypes they could employ depending on the capacity and situation of the community they are located. They were capacitated to lead the continuity of education amid the crisis. However, despite such efforts to assist school heads lead education during difficult times, educational leadership at present is fraught with many challenges. School heads often encounter problems such as budget shortages and social divides (Kruse et al., 2020) to which they may not necessarily know the best solution.

While existing studies commonly explore broad managerial skills, they require more in-depth analysis into the specific managerial skills most relevant to the uncommon challenges and opportunities faced by schools in Capul District, such as engaging with the community, allocating resources in a rural area, and understanding local customs that contribute significantly to the teacher job performance in this specific location.

Likewise, more studies focused on the objectivity of managerial skills, but it is also important to comprehend the personal viewpoints of the teachers regarding their school heads' leadership. Hence, teachers' perceptions of various managerial practices significantly influence their motivation, job satisfaction, and overall work performance. On this note, managerial skills are being challenged in how they are going to cope with the present situation and be able to give the quality of education that their clientele expects from them.

The research should demonstrate how to upgrade school leadership capabilities and teacher performance in Capul District. Thus, it is on this premise that the researcher decided to conduct this study to determine the level of managerial skills of school heads as a correlation of teacher's work performance for the effective implementation of distance learning. A proposed intervention plan was formulated based on the findings of the study.

The PPSSH, which recognizes important domains including guiding school improvement, encouraging professional growth, and cultivating partnerships with stakeholders, further emphasizes the complexity of the school head's position. These areas are consistent with the idea that managing the many facets of educational leadership requires strong managerial abilities. According to Cahapay (2022) and Harris and Jones (2020), the pandemic has increased these obligations, emphasizing the need for resource optimization, flexibility in the delivery of education, and crisis management. School administrators in Capul, Northern Samar, deal with unique issues at the micro level, such as scarce resources, remote location, and social injustices, which make distant learning more challenging to adopt.

Beyond traditional school administration, this situation calls for creative strategies to sustain good work performance and guarantee teacher support in the face of budget constraints and disparities in technological access (Kruse et al., 2020).

Although the PPSSH offers a framework for the managerial competencies of school heads, there is a gap in how these competencies are implemented, especially in remote places like Capul. Although the Department of Education (DepEd) offers training on crisis leadership and learning delivery modalities, little is known about how well these managerial techniques work to enhance teacher performance during distance learning. To close this gap, the current study looks at the relationship between the administrative abilities of school heads and the productivity of teachers in this district.

Additionally, the PPSSH emphasizes the need for classroom management and instructional leadership. But in the setting of online learning, where conventional classroom dynamics are upset, classroom management has grown more difficult. Variability in teaching efficacy and student engagement has resulted from this disturbance, which has exposed weaknesses in school administrators' capacity to assist instructors in running virtual or modular classrooms.

The necessity of enhancing classroom management emphasizes how crucial it is to have all-encompassing managerial abilities that apply to both real-world and virtual environments. Since teachers must now engage students in non-traditional learning situations, frequently with little support and resources, the change to distant learning has revealed serious flaws in classroom management.

By giving instructors the resources, techniques, and training they need to effectively run their classes—whether in a blended learning environment or an online one—school administrators

can help close this gap. Improving classroom management is a top objective since it supports both student learning outcomes and the caliber of education.

Targeted interventions that concentrate on improving school heads' managerial abilities in connection to classroom management are required in light of the study's findings. Better teacher performance will result from this enhancement, which will ultimately make remote learning in Capul, Northern Samar, more successful.

REVIEW OF RELATED LITERATURE

Conceptual Literature. Causal observation by the researchers through visits to some secondary schools for teaching practice supervision of pre-service teachers has shown a sad state of teachers' job performance in secondary schools, especially in Delta State. Oftentimes, most teachers are seen hawking wares during official school hours, some absent themselves from classes to the detriment of their students while some refuse to write their lesson notes as well as carry out other assigned responsibilities.

These are testimonies of the alarming rise of poor attitude to work which leads to poor job performance. The situation is so bad that teachers write out just anything as lesson notes without adequate checking of the notes for positive pedagogical results, poor classroom instruction, poor evaluation of student performance during and at the end of the term, inappropriate adoption of teaching methods, poor use of teaching aids, poor supervision of students' extracurricular activities among others. The researcher believes that these laxities could be a result of the managerial practices of the school heads.

According to Craig (2015), communication has been seen as the process of sharing information and exchanging messages, ideas, and significant attitudes and feelings in ways that produce a degree of understanding between two or more people. Unfavorable working conditions and administrative defects could evolve when the school head's style of communication is unfavorable to his subordinates.

The school head needs communication skills, problem-solving skills, and conflict management skills as well as the ability to influence both colleagues and other personalities. Communication is very important in the effective administration of school towards the attainment of goals and objectives of education. All activities of the schools require making decisions and such decisions must be communicated to persons affected by it so that it can be successfully implemented towards the attainment of goals and objectives of the school. This could be the reason why Peretomode (2017) described communication as the blood vessel of the organization like the secondary school. The school head must know when to promptly communicate information to subordinates, how to communicate, and the pattern of communication at any given time. The skills include the ability to create a healthy school culture for continual improvement in quality education; teamwork with others; communicate goals, policies, and procedure to staff; modify practice and school structures to accommodate new policy expectations; provide curriculum

leadership opportunities; ensure good school head-staff relationship and guide specific initiatives to improve student achievement (Lezotte& McKee, 2016).

School Head's effectiveness in public relations function is an essential area of responsibility of school administration. It entails the need to establish good rapport and human relations between the school which include teachers, students, non-teaching staff, and the other stakeholders, especially the parents, religious organizations, government, firms, industries, and philanthropists (Walson, 2015). Human relation skills include the ability to work with people and motivate and inspire them. Human relation implies interpersonal relationships. This skill helps managers to understand, communicate, and work with others.

It makes the manager a cohesive team leader who understands and listens to various members of the group. School administrators as managers should display managerial skills in human relations, conceptual, technical, time management, fund management, communication, decision-making, discipline, and organizing to enhance teacher effectiveness (Silva, 2021). Conceptual skill is the ability to visualize or see the organization. This skill enables the manager to coordinate all activities of the different parts of the organization. Conceptual skills include analytical, creative, and initiative skills. It helps administrators to solve problems for the benefit of the entire organization and helps the managers to fix goals for the whole organization and to plan for every situation that may arise from time to time.

Technical skills are the most needed at the top management level since more effort is spent planning, arranging, and addressing problems. Technical skill has to do with proficiency in activities such as managerial processes, procedures, methods, and strategizing techniques. This skill is needed by managers to design and put into operation policies and plans. Technical skills help administrators to use different machines and tools effectively. Teachers' job performance is the extent they are committed to effective pedagogical delivery and exhibit uprightness and academic excellence in conducting academic activities (Ukoet al., 2015). Teachers' job performance is the ability of teachers to display the right attitude to work by being committed and dedicated to the teaching job and making frantic efforts towards the accomplishment of school goals and objectives.

Research Literature. School environment is the set of relationships that occur among members of a school community that are determined by structural, personal, and functional factors of the educational institution, which provide distinctiveness to schools (Fonllem, Sing, Verdugo, Teran & Barahon, 2020). The school environment is an important factor when evaluating student, teachers, and other stakeholders' well-being.

Thus, a student outcome and academic success is greatly influenced by the type of school students have attended (Korir & Kipkemboi, 2019) and the environment the school has to offer.

On the other hand, Hoy, Tarter, and Kotthamp (2015) as cited by Korir and Kipkemboi (2019) identified school factors such as school structure, school composition and school climate which encompasses school environment as influential on school performance.

The research indicated that supportive schools foster these positive outcomes by promoting students sense of connectedness, belongingness or community (PISA, 2015; Charbonneau, 2018; Osterman, 2000; Korpershoek, Canrinus, Fokkens-Bruinsma & de Boer, 2020). These terms are used interchangeably here to refer to students' sense of being in a close, respectful relationship with peers and adult at school. Therefore, building in a school community is a means of fostering academic success. Students who experience their school as a caring community become more motivated, ambiguous and engage in their learning. In particular, students' active connection with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement (Eric, 2015). This research review's is to help the reader understand different aspects posed by the research on the influence of school environment to school's performance more specifically on the performance of the students.

This is significant because school's environment as shown by research reviewed played significant roles on students, teachers and other stakeholders' performance which is a conglomerate of school's performance in general. For instance, Korir and Kipkemboi opined that the school environment is an important factor when evaluating student, teachers, and other stakeholders' well-being. Thus, a student outcome and academic success is greatly influenced by the type of school students have attended and the environment the school has to offer.

According to Mukherjee (2015) the need for effective management is all pervasive. Be it any industry or any form of organizational body, effective management of people, assets and resources is of paramount importance. Investments in terms of time and monetary resources are of little use if the same is not managed and administered effectively. Thus, managerial skills are high priority issues for many people concerned with education these days. The way school heads manage their school considering the management skills they possess is tantamount to how their schools performed in the educational arena. It is not surprising, then, that so many authors have provided insights about such skills for school heads (Mestry & Grobler, 2019; Monyatsi, 2020).

The skills include the abilities to create a healthy school culture for continual improvement in quality education; teamwork with others; communicate goals, policies, and procedure to staff; modify practice and school structures to accommodate new policy expectations; provide curriculum leadership opportunities; ensure good principal-staff relationship and guide specific initiatives to improve student achievement (Carr, 2015; Elmore, 2015). Likewise, Ajaegbo (2015) expressed that the importance of school leaders' possession of managerial skills for national transformation is obvious. Management is an integral part of any organization. It involves skillful organization and utilization of resources (human and material) for the achievement of goals. In educational organizations, the onus of managing schools for realization of educational objectives rest on the school head, principal or head teacher. In order to achieve optimum results, the leaders

should possess management skills. Andang et al., (2017) also emphasize that school heads are expected to have a strong managerial skill in managing the various resources in the schools in order to achieve the mission of every school. Management of school heads are defined as a set of technical skills in facilitating and providing opportunities for teachers to improve their professionalism through various activities carried out either in or out of school. Furthermore, Daft and Karl (2016) as cited by Haiss (2015) provides a brief but substantial discussion on management skills. They are categorized as the conceptual, the human, and the technical skills. The application of these skills changes as managers move up in the ladder of the organization.

Although the degree of each skill varies at different levels of the organization, all managers must possess these skills to perform their jobs effectively. These skills are also true among school head, school principals, and school administrators. However, in this research, the researcher opted to considered management skills as technical skills, leadership skills, controlling skills, planning skills, and decision-making skills.

Locke (2017) considered technical skills as the ability to use knowledge, methods, and techniques of a specific discipline. Teachers and school heads in school are examples of people with technical skills as they are recognized as experts in their discipline and are presumed to have the ability to supervise other. School head has usually developed some expertise in a discipline or field of study. School heads are teachers themselves, to successfully run an academic unit, the teachers and the school heads must know how to teach the subject, how to organize the group, how to acquire resources, and how to evaluate performance. This also encompasses human skill, which involves the ability to understand, create motivation, and work with employees.

According to Lamas (2015) School performance is an issue that deeply concerns students, parents, teachers and authorities. The purpose of the school performance is to achieve an educational goal, learning. In this regard there are several components of the complex unit called performance.

They are learning processes promoted by the school that involve the transformation of a given state, into a new state, and they are achieved with the integrity in a different unit with cognitive and structural elements. Performance varies according to circumstances, organic and environmental conditions that determine skills and experiences.

School performance on the other hand are accounted to by different performance indicators. Oakes as cited by Dunantlaan (2018) states that performance indicators help to describe and analyze key aspects of schooling. They help to evaluate and monitor the quality of education.

Dropping out from school occurs after children have previously achieved access to school for instance is one indicator of school performance. Along this line, in the journal of Tyler and Lofstrom (2015), a student's decision to drop out of school is affected by a number of complex factors and is often the culmination of a long process of disengagement from school.

Dropouts may appear small in number but they are dominant among the poor which thereupon turns the wheels of intergenerational transmission of poverty against them.

Another performance indicator worthy to mention is failure rate. The reasons for school failure are almost as complex as are the reasons educators are unable to turn around under performing schools in vast numbers. These reasons are multifaceted and interrelated, compounding and exacerbating the problem of school failure (Leithwood, 2019).

Poor school performance not only results in the child having low self-esteem but also causes significant stress to the parents (Karande and Kulkarni, 2015). Likewise, an early school leaver also known as a school dropout is a learner enrolled who leaves education during the school year and does not enroll on the following year.

On the other hand, the cohort survival rate is a measure of the efficiency and effectiveness of the delivery of education services in the country and is defined as the percentage of enrollees at the beginning grade or year in a given school year who reached the final grade or year of the elementary or secondary level (Philippine Education for All 2015 Review Report). Likewise, the Philippine Development Plan 2011-2016 identifies education as an important pillar of human development (NEDA, 2015). The 2009 EFA Global Monitoring Report even identified the Philippines to be among the countries with decreased net enrollment rates from 1999 to 2006 and a considerable magnitude of out-of-school children (more than half a million). As part of the mechanism of the Department of Education, a School Improvement Plan is required in every school in which key performance indicators are identified, analyzed, and given different intervention programs.

Managerial skills of school leaders refer to their ability to successfully plan, organize, coordinate, control, make decisions, and initiate actions to aid the effective management of schools. According to Katz (2009), there are three managerial skills, namely: conceptual skills, human relations skills, and technical skills. He noted that all managers require these three managerial skills. However, the degree (amount) of these skills required varies from level of management and one organization to another organization. To effectively lead an educational institution toward the accomplishment of administrative effectiveness leaders must display sound managerial skills (Batra & Sharma, 2017). The success or failure of a school is determined by the ability of the school head as a manager to manage the school effectively to accomplish its goals. Poor communication style of a principal could jeopardize the attainment of school goals and objectives (Walson, 2015). This is because poor communication leads to a barrier to effective performance of tasks and thus lowers staff productivity. School Heads must be highly skilled in communication to foster staff cooperation, collegiality, and school effectiveness. No institution can meet the needs of its people without proper communication. Information has to flow from the school management to the staff and students, the head of department must be briefed by the school heads before disseminating the news to other members of staff and students.

Schools Heads should however make judicious use of communication skills to encourage good communication between the school and community, establish close relationships between parents by holding meetings with them at intervals, build parent-teacher link. The importance of communication skills in the management of school by the school head cannot be over emphasized. Through appropriate communication patterns, the principal should be able to realign and modify the attitude of teachers, students and community members towards the achievement of school goals. Effective communication skill enables the school head to make staff and students understand the school policy clearly.

Human relation is the relation with or between people, particularly in a workplace or professional setting. Human relation skills involve knowing how to get along with others, managing relationships, communicating well and making good decisions. The better the school head's human relations, the more likely he/she can grow personally and professionally. The success of the school head depends on his or her ability to interact positively and effectively with others. School Heads' positive human relation in the school reduces conflict thereby increasing job performance. Moore (2019) expressed that socially skilled principals were able to move teachers from isolation to collaboration and implement structures and processes that help to transform schools.

The management entails organizing available material resources to achieve them and attain the organizational desired goals and objectives. It is the efficient and effective utilization of available resources to achieve objectives. To effectively lead schools toward achieving educational goals, school heads must have a wide range of skills that lead to changing expectations of what leaders must know to do (Victor, 2017). Management is in charge of achieving a specific aim or target represented through goals or objectives. In addition, there must be a good way for people to communicate with each other. There must be a good communication mechanism between teachers, students, and school officials both inside and outside the school to fulfill the goals of all levels of education (Akinwale, 2017).

Organizational success is dependent on effective leadership. Behavior is often recognized as one of the most influential variables in leadership. Aside from leader conduct, which has been proven to be an important predictor of leadership effectiveness in the literature, age is also thought to be an important determinant of leadership effectiveness (Berringer, 2015). The age of a school leader is one of the most important demographic elements concerning effectiveness, based on early trait theories. However, based on Boerrigter's (2015) study, there is no significant association between a leader's age and transactional or transformational leadership. His study disclosed that age does not influence a leader's management effectiveness. The management of an organization is not a straight forward task. It requires a vast array of skills and knowledge. Nevertheless, management inspires individuals by arranging and managing them to accomplish the activities that will assist the organization in achieving its objectives (Memisoglu, 2015). From 1909 to 2001, Tanz (2018) presented a brief

management history. Despite all the progress, he believes that some theorists may be able to uncover the secret to managing in the future century. On the other hand, Jayne and Dipboye (2014) found that an organization must devote significant resources to a variety of other diversity-related initiatives, such as dedicated diversity management staff, workplace programs, and benefits such as flexible work arrangements, domestic partner benefits, corporate-sponsored employee affinity groups, and other programs aimed at attracting and retaining a diverse workforce. In today's world, no manager will be effective unless they have basic management skills (Ibay & Pa-alisbo, 2020).

To put it another way, managers must understand the dynamics of their workplace. Management that analyzes effective communication networks and develops human abilities, such as strengthening athletic managers' communication, leadership, and management skills and defining the link between them, can improve the degree of communication, according to them. School heads should routinely incorporate school workers in the decision-making process with continuous communication to increase their dedication and attention to school goals and objectives. Akinfolarin and Ehinola (2014) emphasized that at all levels of education, there must be effective communication between instructors, students, and school officials both inside and outside the school in order to achieve goals. The inclusion of an effective information and communication system in school administration will assist in aligning teachers' and students' goals and objectives with those of the school, encouraging them to enhance the teaching and learning process (Victor, 2017).

Human resources are the firm employees who help achieve goals. They are the company's engine. Human resource management focuses on maximizing employee productivity. It focuses on recruiting, managing, and directing employees (Chukwuka & Nwakoby, 2018). Individual people involved in running the educational system for long-term growth can make big changes to the educational value. The people who work at the school are valuable assets that should be taken care of.

To get the most out of teachers, students, and support staff, a school administrator must be able to motivate, supervise, train, and put in place long-term programs for employee welfare. Because it is often meant to help people manage better, welfare policy is not just about money. It also includes things like employer-employee relationships (Victor, 2017). Teachers and students might be motivated by physical or intangible benefits. Likewise, school administrators should provide rewards based on individual differences. School administrators must acquire staffing, orientation, communication, training, supervision, conflict management, motivation, discipline, and professional growth abilities. School administrators must boost student enrollment, orientation, discipline, welfare services, and cohesion for effective human resource management. An excellent academic achievement requires a favorable teaching and learning environment with sufficiently controlled instructional and learning materials (Victor, 2017). Furthermore, material resources that aid in the teaching and learning process include

buildings, laboratories, libraries, e-learning facilities, instructional materials, furniture, classrooms, offices, school records, and sports facilities, among other things. Material resource management is the effective and efficient use of physical buildings and instructional materials for school development. Several factors influence the quality of instruction delivered by instructors and student's academic achievement at any school, the most important are the school's facilities (Victor, 2017). When school facilities are inadequate or poorly managed, quality education is impossible. Planning, acquiring, storing, using, and maintaining school facilities to improve teaching and learning are all part of the material resource management process. Stakeholders in the education sector should also audit school facilities regularly to identify issues that need to be addressed. For instructional enhancement, school administrators should not only assure the availability of physical and instructional materials but also develop efficient skills in material resource management.

On the other hand, the supply of suitable physical facilities and teaching resources depends on school finances, which must be effectively managed (Victor, 2017). The main goal of financial management is to raise money and make sure that the money is spent as effectively and efficiently as possible. The planning, coordinating, and managing of money inflows and outflows to achieve organizational performance and development is known as financial management. Mito and Sumatra (2017) assert that some examples of financial management activities are budgeting, auditing, using accounting techniques, finding ways to cut costs, making the most money possible, and maximizing profits. The head is the chief accounting officer, one of the most important people in any company when it comes to managing the school's money well. Poor budgeting is one of the main things that keeps schools from running well. It is because overspending or underspending can lead to the misappropriation of funds and bad management of school funds. For effective financial management, good school administrators must carefully and efficiently manage educational resources, including money, materials, and apparatus, such as computers, instructional technology, and internal facilities, under their authority (Victor, 2017). Likewise, school principals with effective management skills will foster quality and competition. (1) an understanding of administrative obligations; (2) the ability to maximize the school's social potential; (3) the power of teaching and leadership; (4) an appreciation of the symbolic significance of their position; and (5) a strong work ethic and a value-based culture (Patrizi, 2017). In school administration, the school head is responsible for planning (planning), organizing (organizing), executing (doing), and managing (managing) (controlling). School Heads' managerial skills have a favorable impact on teacher performance; thus, if school heads have stronger managerial skills, teachers' performance will increase (Pataudi, 2017). The job performance of school staff, including teachers and principals, impacts the quality of education.

On the other hand, in terms of school heads developing self, they must possess core qualities such as empathy, communication skills, adaptability, emotional intelligence, and resilience. However, one crucial quality often overlooked is the ability to reflect. Although education leaders are focused on advancing their schools, reflection for developing self is very

important. Studies have shown reflection that fosters self-awareness, introspection, and personal growth, enabling school and district leaders to make more informed decisions. This process not only uplifts leadership competencies but also enhances teachers' and staff's skills in judgment and action, ultimately benefiting the entire school community.

Great K-12 school leaders possess essential traits such as empathy, communication skills, adaptability, emotional intelligence, and resilience. However, one crucial quality often overlooked is the ability to reflect. Although education leaders are focused on advancing their schools, regular reflection is vital. Research shows that reflection fosters self-awareness, introspection, and personal growth, enabling school and district leaders to make more informed decisions. This process not only improves leadership effectiveness but also enhances teachers' and staff's skills in judgment and action, ultimately benefiting the entire school community (New Leaders, Inc., 2025). School Heads are important for making strong partnerships that benefit students, build a positive school environment, and connect the school with the community. Initiating school community programs like career days, guest speaker sessions, and mentorship opportunities—to help students learn more and at the same time strengthen community involvement. With this, school heads/principal builds strong connections with the parents and stakeholders through parent-teacher meetings, school programs, and other volunteer opportunities. Engaging stakeholders in decision-making is one of the most important inputs from everyone involved when making decisions (UNC Pembroke, 2023). More so, as a primary leader in school buildings, school Principals wear many hats such as juggling leadership, teacher evaluations, and student discipline. They always lead as good examples. This demanding role requires significant time and effort. Effective principals balance these responsibilities, prioritizing the best interests of all stakeholders. However, time constraints are a major challenge, necessitating efficient prioritization, scheduling, and organizational skills (Meador, 2024).

The manager is the leader who deals with all the matters including human, material and financial resources (Peterson & Van Fleet, 2014). It is mandatory for the head of an organization to be well equipped with managerial skills, i.e. conceptual technical and interpersonal skills (R L Katz, 1990). School Heads' managerial skills are interrelated with the teachers' performance, which shows its impact on the multifaceted forces, needs, inducements, desires, goals, and other contrivances, that initiate and preserve voluntary activities by the members of organizations such as educational institutions, for attaining personal aims, organizational aims, goals, proficient roles and positions (Nadeem et al., 2018).

Related Studies

Teachers' performance is greatly influenced by an effective school leader. School principals' management skills deal with various aspects such as communication, resource allocation, and conflict resolution, directly influence teacher morale, job satisfaction, and ultimately, student outcomes.

In the study of Sarwar, Tariq, and Yong (2022) about Principals' leadership styles and their impact on teachers' performance at the college level, they found out that most college principals use mostly a democratic leadership style, a laissez-faire style sometimes, and an autocratic style rarely. Moreover, it has been also revealed that when principals increase the use of a democratic leadership style, teacher performance may progress as well. The findings revealed that principals' leadership style had a favorable influence on the performance of teachers. The study uncovered a strong statistically positive relationship between college principals' leadership style and teacher performance. Thus, the results of this study suggest that college principals' should adopt the leadership style according to the level of teachers. The leadership style should be changed with specific situations in the colleges.

Similarly, another study about Teacher performance management: The role of school head's leadership, work environment, and motivation in Tegal City, Indonesia was investigated by Hartinah, et.al., (2020). The intention of the study was to describe the influence of principals' leadership, work environment, and affiliation motivation on improving the performance of certified teachers at Private Vocational Schools in Tegal City, Indonesia. Study revealed that the leadership of the principal, the work environment, and the motivation to affiliate were positively regarded by the teachers. Both principal leadership and work environment had direct impacts on improving the certified teacher's performance. The teacher's performance can be explained by independent head leadership and work environment variables, however, for independent variables namely; motivation to affiliate did not have enough significant influence. Hence, teacher's performance can be improved through the leadership of school heads and a conducive work environment. Another study about the Role of School Heads on Teacher Performance Improvement in suburban Schools was explored by Hamka (2023) exposed the role of the principal as a supervisor, consultant, group leader, and motivator. Thus, the principal must always strive to improve his leadership to carry out his function as the head of the madrasa, either by participating in scientific training activities or organizing teachers and principals. With these, the researcher suggested that the following research should focus more on managing the principal in the decision-making process in creating comfortable conditions for the school community. It is revealed that in educational settings where the heads of the institutions have effective managerial skills the better performance of the teaching staff is produced. It depends upon the school head's conceptual, technical, and interpersonal skills, and how much he/she is creative, innovative motivated, and inspirational personality that results in better institutional achievements (Severo, 2019).

Koskei et al (2019) revealed that management has a direct impact on the employee's performance. Skilled management can easily deal with employees' reservations, in this way, the employees feel to be in a safe zone, and subsequently, the level of the interest of the worker enhances and results in better outcomes. A skilled manager can better utilize the workers' capabilities to achieve the interests of an organization (Koski, 2019). Managers who possess effective managerial skills in educational settings have enhanced incentives in the form of

recompenses, which are personalized to replicate the differences in the performance, in which the instructor is considered important.

M. Shaiq (2018) found that well-equipped managers with managerial skills motivate their teaching staff by using all their creative, innovative, and motivational skills for quality education which results in better achievements the institutional goals (Shaiq, 2018). The technical skills are mostly used for classroom management and interpersonal skills for counseling and motivation of the teaching staff that helps to enhance their teaching skills. An innovative and creative headteacher can develop teachers` skills by training them in all aspects of the teaching and learning process. A school head along with other skills can well define the job descriptions of a teacher and can achieve the institutional objectives without any bearer. The school head can run the teaching and learning process smoothly in the institution by inspiring staff with inspirational activities in or out of the institution (Godwin & Kabeta, 2019).

At the national level, a study about Managing educational institutions: School heads' Leadership Practices and Teachers' Performance was examined by Aquino., et.al., (2021). The study aimed to determine the interrelation between the public school head's leadership practices and teachers' performance. The study concluded that the various leadership practices initiated by school heads have vital effects on the teachers, confirming their reactions substantially improved. Teachers' performance is consistent irrespective of age, educational achievement, or significant contributions. In terms of teaching status and number of years of experience, head teachers have improved teaching efficiency than teachers and master teachers. Teachers with shorter relevant experience showed poorer educational quality relative to those who spent more time in the school system. School heads who have obtained their doctorate degrees get a greater level of leadership practices than the holders of master's degrees. The very productive performance of teachers stays the same, regardless of whether the school heads exhibit a very high degree of authentic leadership.

In the local context, a certain study about the Effectiveness of School Administrators' Leadership Skills and Behaviors and their School Performance in Area III Leyte Division, Philippines was investigated. The study aimed to determine the leadership skills and behaviors of school administrators and their school performance in Area III Leyte Division. It employed the descriptive-correlational research method as the main technique of the study. It was revealed that as to the profile of school administrators, the mostly were old-age, more than half were female, nearly eighty percent were married, a bigger number were master's degree holders, a little more than one-half occupied Principal 1 position, mostly availed only local and regional training/seminars and a great majority of them had served more than 9 years. Looking at the aspect of leadership skills, the school administrators were highly effective in all areas such as setting instructional direction, teamwork, sensitivity, judgment, results orientation, oral communication, written communication, developing others, and understanding their strengths and weaknesses. In terms of leadership behavior, the school administrators were also found to be highly effective in all areas such as in communicating the school goals, supervision, and evaluation of instruction,

coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development and providing incentives for learning. Parallel studies may be conducted by examining other aspects and the nature of variables related to leadership skills and behavior so that further assessments of the reliability and validity of the data in this research could be ascertained (Pricellas, Niez, Nierra, & Tubis, 2016).

II. Methodology

This chapter outlines the research approach employed in this study. It includes details on how the sample size was determined, the criteria for selecting survey locations and timing, and the methodology for choosing respondents. This chapter also explains the rationale behind the research strategy, the selection of research instruments, the data collection methods, and the statistical analysis techniques used to derive meaningful insights from the collected data.

Research Design

The research study made use of a descriptive-correlational research design. This design is generally used when a researcher wants to identify the characteristics of certain groups of people or find relationships between different variables (Brodowicz, 2024). A descriptive correlational design is a study in which the researcher has a single group and simply tries to determine the relationship between two variables. The purpose of the descriptive correlational design in research is introduced, highlighting its importance in studying relationships between variables. In this study, the profile of the respondents in terms of age, gender, civil status, educational attainment, field specialization, position/designation, years of administrative/teaching experience, and number of relevant seminars and training attended were tested to determine the relationships between and among variables in school heads managerial skills. Likewise, this study was correlational because it tested the significant difference between the profile of the respondents and teacher work performance.

III. Results and Discussion

The implications of this study's findings are significant and point to the following conclusions:

1. The profiles of the school heads are vital and create an impact on their managerial skills and deliver potential bearings on educational leadership. It simply suggests that a well-rounded and experienced school head is poised to drive positive changes in educational settings. Their combined experience, educational background, and training participation created a strong foundation for effective school leadership. Recognizing these connections

is very important for ongoing professional development initiatives, ensuring that school leaders are equipped to navigate the complexities of educational management and foster environments conducive to learning and growth.

2. The Analysis of teacher profiles shows a teaching force (mostly female, aged 35-41, with 10-19 years' experience) acquiring important practical skills and advanced degrees in the master's unit, which leads to exemplar in effective classroom management and informed decision-making. Strong marital bonds and specializations in language and literacy additionally imply a strong professional commitment and a focus on effective communication. The pervasiveness of division-sponsored training emphasized the valuable impact of localized professional development in fostering teacher competence and self-efficacy, ultimately leading to an exceptionally educational quality and positive student outcomes.
3. The findings indicate that school heads possess a solid foundation of managerial skills, particularly in collaborative leadership and focus on teaching and learning. However, some areas need improvement, particularly in managing operations, developing self and others, and building connections. Dealing with all these concerns will enhance their overall effectiveness as educational leaders and contribute positively to the school environment and student outcomes.
4. For an overall summary on the Level of Managerial Skills of School Heads, a high overall managerial competence was found in the findings (Grand Mean = 3.52), excelling in focusing on teaching and learning (M=4.41) and strategic leadership (M=3.43). However, moderate scores in managing operations, self-development, and building connections (M=3.17-3.35). All these moderately possessed skills indicate a need for targeted professional development to enhance administrative and interpersonal skills, ensuring well-rounded leadership effectiveness.
5. In terms of the level of teachers' work performance, teachers established moderate skills in content knowledge and pedagogy while showing excellence in some areas. Other areas need a lot of improvement in explaining complex concepts and strengthening subject matter expertise to enhance student learning. Their performance in creating a positive learning environment is highly valued, showcasing a commitment to student success beyond basic instruction. While moderately skilled at addressing diverse student needs, teachers need to strengthen in adapting teaching strategies to ensure equal access for all learners. In conclusion, although teachers exhibit good curriculum planning practices, a stronger understanding of curriculum alignment with student needs is crucial for optimal educational outcomes.
6. Furthermore, teachers established a skilled proficiency in communicating student progress and using assessment data to inform instruction, however, there's a need for improvements

in record-keeping and assessment method diversity. Teachers' community linkages and professional engagement are moderate, illustrating collaboration among colleagues but requiring enhanced community outreach and participation in school-wide initiatives to further benefit student learning. While teachers demonstrate a firm commitment to professional development, mainly staying current with research and seeking opportunities, an emphasis on reflective practice and maintaining a positive learning attitude will further optimize their effectiveness.

7. Conclusion about the Level Teachers' Work Performance, variables about "Diversity of Learners," "Curriculum and Planning," and "Community Linkages and Professional Engagement" expose potential areas for growth. These findings suggest that by aiming to enhance their skills in these specific domains, teachers can further optimize their efficiency in delivering content, addressing the diverse needs of their students, and engaging with the community, finally enhancing the educational experience for all learners.
8. A statistically significant relationship was found between the school principals' profiles and their managerial skills ($p < .05$). This indicates that the characteristics of the respondents are associated with the level of managerial competence demonstrated by school heads. Further analysis is needed to determine the specific nature and strength of these relationships.
9. There is no statistically significant relationship between teachers' work performance and their civil status ($p = 0.08 > 0.05$). The null hypothesis of no relationship is accepted. This suggests that marital status does not significantly influence teacher performance.

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