

RESEARCH ARTICLE

## Managerial skills of schools' heads and the performance of teachers: The case of public schools in Antique, Philippines

Lenny S. Songcayawon<sup>1,10</sup>, Noeme S. Prieto<sup>2,10</sup>, Dolorosa T. Ucag<sup>3,10</sup>, Jean S. Tunguia<sup>4,10</sup>, Katherine A. Hechanova<sup>5,10</sup>, Ellen V. Candelario<sup>6,10</sup>, Scarlett C. Lagao<sup>7,10</sup>, Josefate E. Prado<sup>8,10</sup>, Ma. Eva S. Nuevacobita<sup>9,10</sup>, Gerald T. Malabarbas<sup>10\*</sup>

<sup>1</sup>Liberato Elementary School, Laua-an, Antique, Philippines

<sup>2</sup>Bacalan Elementary School, Sebaste, Antique, Philippines

<sup>3</sup>Hon. F Zabala Mem. Elem. School, Hamtic, Antique, Philippines

<sup>4</sup>Sebaste High School, Sebaste, Antique, Philippines

<sup>5</sup>San Antonio National High School, Culasi, Antique, Philippines

<sup>6</sup>Sibato Elementary School, Caluya, Antique, Philippines

<sup>7</sup>Gelacio Autajay Sr. Elementary School, Anini-y, Antique, Philippines

<sup>8</sup>Bulanao Elementary School, Libertad, Antique, Philippines

<sup>9</sup>Calala Elementary School, Hamtic, Antique, Philippines

<sup>10</sup>CTE-Graduate Studies, Sibalom, Antique, Philippines

Corresponding Author: Gerald T. Malabarbas, gerald.malabarbas@antiquespride.edu.ph

Received: 22 April, 2022, Accepted: 23 May, 2022, Published: 26 May, 2022

### Abstract

The Governance of Basic Education Act of 2001 directed that the school head be an instructional leader and an administrative manager. One of the most valuable aspects of high-performing schools is how school leaders and teachers work together as a group, and it is clear that the school leader is a big part of that. This study assessed the relationship of the managerial skills of the school heads in the Division of Antique to the teacher performance. The study employed a descriptive research design, and the respondents were the 140 randomly selected elementary and high school teachers. The study revealed that most teachers were female, middle-aged, married, with 11.36 years of teaching experience, pursuing graduate studies, with Teacher 1 position, and rated with an outstanding performance. In addition, the results revealed that school leaders' managerial skills were rated as "always"; this indicates that school leaders demonstrated effective managerial skills, as assessed by the teachers. In addition, the study disclosed a significant correlation between the managerial skills of school leaders and teachers' performance. Thus, the researchers recommended that school heads' managerial skills be upheld by the key result areas outlined in the Performance Standards for School Heads to improve their managerial competence with the assistance of the National Educators Academy of the Philippines within their standards and the quality of training delivery.

**Keywords:** Managerial skills; effective management; leadership; teacher performance

### Introduction

Managerial skills are essential capabilities that determine an executive or head of an organization (school) will be. It is viewed as the ability to plan, organize, and direct the operations of an educational enterprise for the educational system as a whole, according to Giami and Obiechina (2019). For successful and efficient planning, staffing, organizing, coordinating, managing, and decision-making, management abilities are essential, according to Earl and Fullan (2003). Therefore, managerial skills are the ability, knowledge, and experience necessary to execute management responsibilities and achieve organizational objectives and goals. Principal managerial skills refer, in

this context, to the capacity to plan, oversee, organize, coordinate, control, make decisions, and start actions that will assist and support teachers in achieving the school's goals and objectives. Regardless, managers are free to develop managerial skills that will aid in the achievement of organizational (school) goals and objectives (Giami & Obiechina, 2019).

Managerial skills are essential in any organization. It establishes the conditions and expectations for excellent instruction and the developing learning culture for both educators and students. For decades, educational officials worldwide have pushed to enhance school performance (Abdurahman & Omar, 2021). For school leaders, the primary consequence of this shift in policy has been

tremendous pressure to demonstrate the importance of their work to this progress (Education Development Trust, 2016). Making the wrong decision in an organization can be harmful to its leaders and members, according to Eduardo and Gabriel (2017). As a result, decision-making is at the heart of management, and it strives to choose the optimal option for achieving a goal.

The school heads play a critical role in helping the school by articulating a common purpose of establishing distributed leadership within a collaborative school climate. Principals display leadership by tools and procedures, and situational decision-making requires them to make their own choices. According to Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, Chapter I Section 7, each public school or cluster of schools in the Philippines is required to have a school head who is expected to form a team with school teachers and learning facilitators to deliver quality educational programs, projects, and services, as well as a core of non-teaching staff who handles the school's administrative, fiscal, and auxiliary services. The law precisely defined how the school principal had to carry out his responsibilities. It is expected that one's leadership qualities would be put to the best possible advantage. The legislation's attainment of high-quality learning outcomes also allows school leaders the authority to direct instructors and pupils. School heads must also have authority, responsibility, and accountability (AURA) in managing all school matters following national educational policies, plans, and standards as stipulated in the said RA 9155. As a result, the quality of the school's head determines whether it succeeds or fails.

Meanwhile, as educational input, teachers require much attention from the government and school administrators to complete various jobs and obligations related to bringing education goals, policies, and life programs. Because of this, teachers require continual support in terms of training, participation in decision-making, and remuneration for giving them a sense of belonging and improve their overall work performance to achieve school goals and objectives. The duties done by a teacher in accomplishing organizational goals at a given time in the school system can be described as their work performance (Giami & Obiechina, 2019). Teachers' work performance is linked to their participation in decision-making, higher artistic autonomy, favorable work environment, and work behavior or attitude. A productive worker could be a happy worker," the saying goes. Those who feel their work environment is supportive and caring have high self-esteem, self-worth, and job satisfaction in their schooling, and it is hard for them to quit a responsible workplace (Villanueva & Meer, 2021).

As a result, the administrative abilities of school administrators and teachers' performance are intertwined. It cannot be overstated how important it is for a school administrator to have the necessary managerial abilities to achieve the established educational goals and objectives, as well as the general performance of the teachers. A

competent leader who guides the organization in attaining the school's objective, which is largely focused on education and development, is a critical component of a successful school. The schools would be successful, and the teachers' performance would improve as a catalyst for change if the school heads had the necessary administrative abilities. Therefore, the researchers are motivated to investigate the managerial skills of school heads and teachers' performance in selected schools.

This study aimed to determine the relationship between school heads' managerial skills and the teachers' performances in the selected schools in the Division of Antique. Specifically, it sought to answer the following objectives: (1) determine the socio-demographic profile of the teachers; (2) determine the managerial skills of school heads in the selected schools; and (3) Determine the significant relationship between the managerial skills of the school heads and the performance of teachers.

## **Literature Review**

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 principals 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 (Boerrigter, 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 straightforward 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 (2003) 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 (2004) 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 principals 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. In order 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 most effectively and efficiently possible. The planning, coordinating, and managing of money inflows and outflows to achieve organizational performance and development is known as financial management. Mito and Simatwa (2012) 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 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 (Paturusi, 2017). In school administration, the principal is responsible for planning (planning), organizing (organizing), executing (doing), and managing (managing) (controlling).

In the early years of the twenty-first century, there was much interest in educational leadership, according to Bush (2007). Due to the prevalent notion that the quality of a school's and student leadership has a substantial impact on its performance. In many areas of the globe, it is becoming increasingly clear that if schools offer their students the greatest possible education, they must have successful leaders and managers. On the other hand, the government is becoming increasingly aware that its most significant assets are its people and that retaining or gaining competitiveness depends on cultivating a highly skilled workforce. The school requires well-trained and devoted educators, the cooperation of senior and middle-level administrators, and the direction of highly effective principals.

Furthermore, Janardhanan and Raghavan (2018) claimed that ability and motivation impact performance. A person's capacity to properly carry out their work tasks and responsibilities are called employee performance. As a result, firms must devise strategies to enable their staff to function at their peak. Employees' levels of job performance are governed not just by their skill but also by the extent to which they are motivated.

Teachers' work as professionals in carrying out their primary responsibility of educating, instructing, guiding, directing, training, assessing, and evaluating pupils is reflected in their performance. Teachers' pedagogical, professional, and social competence enables them to meet the educational objectives that have been specified. On the other hand, teachers' performance is influenced by or closely tied to a variety of elements that have a direct or indirect impact on their working circumstances. The principal's leadership style and conduct and managerial competence, motivation, work discipline, and compensation are all elements to consider (Paturusi, 2017). The teachers' performance reflects the job they have done as professionals in carrying out their primary role of teaching, instructing, guiding, directing, training, assessing, and evaluating students. Teachers' pedagogical, professional, and social abilities enable them to achieve the stated educational goals. In contrast, a range of factors that impact their working conditions, either directly or indirectly, influence or are strongly linked to teachers' performance. The management competency, motivation, work discipline, pay of the principal, and leadership style and behavior are all factors in the evaluation (Paturusi, 2017).

Notwithstanding, teachers' performance was also a major factor in whether or not a school would succeed or fail. According to Adeyemi (2010), workers' level of engagement in the organization's day-to-day operations can impact job performance (school). Employees, of course, respond differently in different conditions and under different leadership. For the best outcomes, organizational leaders or executives (principals) must consistently push their employees (teachers) to perform at their best by understanding their needs and attempting to meet them. Therefore, the tasks done by a teacher in

accomplishing organizational goals at a given time in the school system may be characterized by their job performance (Muraina, 2014). As a result, the purposeful commitment and engagement of school leaders in the school's day-to-day administration to achieve established goals and objectives are referred to as teacher job performance.

Principals' managerial skills have a favorable impact on teacher performance; thus, if principals have stronger managerial skills, teachers' performance will increase (Patarusi, 2017). The job performance of school staff, including teachers and principals, impacts the quality of education. Through continual supervision, principals should establish a favorable and enabling atmosphere for teachers to improve their competence and competency. It would also encourage the system's members to develop good interpersonal ties, work together, and be motivated to achieve school objectives (Giami & Obiechina, 2019).

## **Methodology**

The researchers employed a descriptive research design in the study using an adapted that assessed the managerial skills of the schools and elicited the profile of the teachers. The study respondents were the randomly chosen 140 teachers from the different districts of Antique. The researchers calculated the study's sample size using the Raosoft sample size calculator with a 95% level of confidence and a 5% margin of error. An adapted questionnaire from Magbojos (2012) and Victor (2017) as the primary data gathering tool was used in this study. The tool underwent a face validation and reliability test using Cronbach alpha analysis. The Cronbach's alpha value, as a result, is 0.836, indicating that this is a reliable instrument (Taber, 2017). Based on the computed Cronbach alpha value, the instrument obtained a reliability value of 0.836. Thus, the instrument is considered reliable and accepted. Then, the instrument was sent to respondents by email or messenger account using Google form links since there is a restriction on people's mobility due to the COVID-19 pandemic.

The researchers employed frequency, percentage, mean, and standard deviation as descriptive statistics for statistical analysis. On the other hand, Kendall's tau-b correlation coefficient was used to measure the relationship between the school heads' managerial skills and the teachers' performance. The SPSS has been used in treating and analyzing the data.

## **Results and Discussion**

### **Demographic Profile of the Teacher-Respondents**

As shown in Table 1, female respondents outnumber male respondents, accounting for 78.6 percent as against 21.4 percent, respectively. The age of the respondents was grouped according to employment classification (OECD, 2022). Almost all (90.7 percent) of the respondents are

from the age group of 25-54 years old or are those in their prime working lives, 7.1 percent are from 55-64 years old or those passing the peak of their career and approaching retirement, and only 2.1 percent belong to the age group of 15-24 years old or those just entering the labor market following education. In addition, most of the respondents are married (67.9 percent), 30.7 percent are single, and 1.4 percent are widows.

**Table 1. Frequency and Percentage Distribution of the Demographic Profile of the Respondents**

Profile Variables	Frequency	Percent
Sex		
Male	30	21.4
Female	110	78.6
Age		
15-24 yo	3	2.1
25-54 yo	127	90.7
55-64 yo retirement)	10	7.1
<b>Mean =38.71, SD=9.851</b>		
Civil Status		
Single	43	30.7
Married	95	67.9
Widow	2	1.4
Years in Service		
1-10 years	83	59.2
11-20 years	30	21.4
21-30 years	24	17.1
31-35 years	3	2.1
<b>Mean = 11.36, SD=8.340</b>		
Highest Educational Attainment		
Bachelor's degree	51	36.4
With master's unit	76	54.3
Master's degree	11	7.9
With doctorate unit	2	1.4
Position		
Teacher 1	81	57.9
Teacher 2	26	18.6
Teacher 3	26	18.6
Master Teacher	7	5.0
Performance Rating AY 2019-2020		
2.500 - 3.499 (Satisfactory)	1	.7
3.500 - 4.499 (Very Satisfactory)	64	45.7
4.500 - 5.000 (Outstanding)	75	53.6
<b>Mean=4.447, SD=.298</b>		

Most of the respondents have a master's unit (53.3%) as their highest educational qualification. Also, a great majority of the respondents hold the position of Teacher 1 (57.9%), while Teacher 2 and Teacher 3 both have a frequency of 18.6 percent. On average, the respondents' average length of service is 11.36 years. The majority of the respondents received a performance rating of outstanding (53.6 percent). On the other hand, very few of the respondents received a performance rating of satisfactory and below (1.4 percent) since most of them got an Outstanding (53.6%) performance.

## 4.2 Managerial Skills of School Heads in the Selected Schools in the Division of Antique

**Table 2. Mean and Standard Deviation in the Managerial Skills of the School Heads as Perceived by the Teachers**

Managerial Skills	N	Mean	Std. Deviation	Interpretation
Effective Communication Skills	140	4.34	0.64	Always
Effective Human Resource Management	140	4.28	0.69	Always
Effective Material Resource Management	140	4.26	0.78	Always
Effective Financial Resource Management	140	4.30	0.78	Always

**Legend:** 1.00-1.80= (1) Never; 1.81-2.60= (2) Seldom; 2.60-3.40= (3) Sometimes; 3.40-4.20= (4) Often; 4.21-5.00= (5) Always M=mean; SD=standard deviation

As disclosed in Table 2, the managerial skills of the school heads in terms of effective communication skills (M=4.34; SD=0.64), effective human resource management (M=4.28; SD=0.69), effective material resource management (M=4.26; SD=0.78), and effective financial resource management (M=4.30; SD=0.78) have obtained mean scores between 4.21 to 5.00 were evaluated as "always ." This indicates that most of the respondents evaluated that their school heads have demonstrated effective managerial skills and have shown good management and leadership in their respective schools. Thus, according to the findings of the study, the researchers believed that the school schools' managerial skills in terms of effective communication, effective human resource management, effective material resource management, and successful financial resource management need to be sustained by these school heads. Although, Bush (2007) stated that school leadership conceptions are complicated and diverse. Similarly, Egboka's (2017) study reported that many school heads and principals have not effectively applied or adopted numerous human resource and material resource management practices. Nevertheless, in the case of the school heads of the Division of Antique, they are equipped with the necessary managerial skills for effective school management and leadership.

The importance of the principals' communication abilities cannot be overstated, according to Giami and Obiechina (2019). Tyler (2016) effectively proved the need for effective communication skills in school leadership. Additionally, school division training of potential school administrators, including communication-based leadership practices, can improve school leaders' actions

and change performance outcomes. It means that good communication skills, good human resource management, material resource management, and financial resource management were commonplace but not unusual. Indeed, these skills are necessary for school leaders and need to be honed even further. In addition, Ogba and Igu (2014) reported that the efficiency of the principals has a direct bearing on the atmosphere of the school. They will have sharper administrative visions and missions due to the quality of the training that they have gained.

Furthermore, based on his yearly Office Performance Commitment and Review Form (OPCRF), school principals can evaluate which areas need to be improved. As a result, the school principal will be able to refine and prioritize the areas where he needs to improve, as outlined in his next school year's development goals. Additionally, according to the Performance Standards for School Heads (PSSH) indicators, this development practice of the school heads is one technique of monitoring and assessing their managerial skills. According to Ikediugwu (2014), the quality of the principal in a school determines not only the performance of students but also the success of teachers and the overall effectiveness of schools.

Considering he or she is the school's manager, the school head has a wide range of managerial abilities to cope with the school's numerous resources. These are critical in giving good solutions to various issues that arise throughout the performance of work-related abilities. Goodarzi, Nazari, and Ehsani (2012) say managers and leaders must have management skills that provide context for actions. Apparently, no manager will succeed in today's climate without a management foundation. Managers must understand their workplace's dynamics. Management skills determine managers' and leaders' efficiency and effectiveness.

### Correlation between the managerial skills of school heads and the performance of the teachers

Table 3 reveals that all the p-values of the four (4) managerial skills of the school heads are less than 0.05. Therefore, the null hypothesis is rejected. Hence it is concluded that there is a significant association between the teachers' performance ratings and the four managerial skills of school heads. The finding suggested that the teacher performance complements the school head's managing skills in these schools. According to Janardhanan and Raghavan (2018), employees' job performance is governed by their talent and the degree of their motivation. However, the overall performance of the school head is determined by the average performance of all school personnel, according to the Performance Standards for School Heads (PSSH). This study supports the relevance of communication skills in Title I elementary school leadership. School divisions can promote rising school leaders by identifying common behaviors and tactics among administrators at such schools (Tyler, 2016).

**Table 3. Test correlation between the managerial skills of the school heads and the performance of the teachers**

		Performance	
Kendall's tau_b	Effective Communication Skills	Correlation Coefficient	0.790
		Sig. (2-tailed)	0.026
		N	140
	Effective Human Resource Management	Correlation Coefficient	0.692
		Sig. (2-tailed)	0.023
		N	140
	Effective Material Resource Management	Correlation Coefficient	0.730
		Sig. (2-tailed)	0.041
		N	140
	Effective Financial Resource Management	Correlation Coefficient	0.530
		Sig. (2-tailed)	0.038
		N	140

On the other hand, the findings of the current study opposed those of Patarusi (2017), who stated that principals' managing abilities had a beneficial impact on teacher performance, meaning that a better managerial capacity for principals will result in better teacher performance. As a result, school leaders must develop their management skills to improve the performance of their teachers and the school as a whole. Similarly, the present study relates the findings of Chukwuka and Nwakoby (2018) that HRM practices have a positive relationship with employee performance. This study also agreed with the paper of Villanueva, A., Disu, and Villanueva, K. (2021) indicated that the school leaders need supervisory, interpersonal, and leadership abilities to manage resources and functions effectively. The study clearly showed that school heads needed to go beyond being a manager and become leaders with intrinsic human relationships. According to the report, a school head must be more than a manager. A manager with good leadership and interpersonal abilities will excel in school administration. Parallel to Espinosa's (2018) study, school heads' financial management strategies help them create a budget, define goals, and identify sources for human resources, time allocation, teaching and learning materials, and proper costing. Principals must continue to improve their financial skills to manage teachers' performance and instructional needs better.

### Conclusion and Recommendation

The findings of the study showed that the majority of teachers were female, middle-aged, married, 11.36 years in the teaching service, earned master's units, Teacher 1, and obtained outstanding performances. Moreover, results also revealed that the school heads' managerial skills as to effective communication skills, effective human resource management, effective material resource management,

and effective financial resource management were “always” observed by the teachers. This means that school heads have shown effective managerial skills as evaluated by the teachers. Further, the study revealed a significant association between the managerial skills of the school heads and the teachers' performance. Thus, the researchers recommended that school heads' managerial skills be sustained in accordance with the key result areas (KRA) outlined in the Performance Standards for School Heads (PSSH) for continual improvement of the school's overall organizational climate through a quality, productive, responsive, result-oriented, and good financial implementation of resources, as well as the school heads' assistive qualities. With this, the Department of Education should continuously and strongly tie up with the National Educators Academy of the Philippines (NEAP) for their development programs and training for the school leaders in the Philippines to be trained with their standards and the quality training delivery.

### Acknowledgment

The researchers would want to express their appreciation and gratitude to all those who contributed to the success of this study. We also want to thank the Department of Education's Regional Office VI School Heads Academy Program-Division of Antique for allowing us to participate in the program; and, finally, to all of the elementary and secondary public school teachers in the Division of Antique who willingly shared their time and effort in responding on this study.

### Conflict of Interest

The researchers declare no conflict of interest in this paper.

### References

- Abdurahman, N. A., & Omar, J. A. K. (2021). School heads' educational leadership practice and teachers' performance: The case of Omar District, Division of Sulu, Philippines. *Open Access Indonesia Journal of Social Sciences*, 4(4), 432-44. <https://doi.org/10.37275/oaijss.v4i4.61>. <https://www.journalsocialsciences.com/index.php/oaijss/article/view/61/326>
- Adeyemi, T. O. (2010). Principals leadership styles and teachers job performance in senior secondary schools in Ondo State, Nigeria. *International Journal of Educational Administration and Policy Studies*, 2(6), 83-91. [https://academicjournals.org/article/article1379413061\\_Adeyemi.pdf](https://academicjournals.org/article/article1379413061_Adeyemi.pdf)
- Akinfolarin, A.V. & Ehinola, G.B. (2014). Motivation and effective performance of academic staff in higher education: Case Study of Adekunle Ajasin University, Ondo State, Nigeria. *International Journal of Innovation and Research in Education Sciences*, 1(2), 157-163. <https://files.eric.ed.gov/fulltext/ED580927.pdf>
- Akinwale V. (2017, April 28). Comparative study of staff welfare administration in public and private secondary schools in Akoko North-West Local Government Area of Ondo State, Nigeria. [https://www.researchgate.net/publication/324670719\\_Comparative\\_Study\\_of\\_Staff\\_Welfare\\_Administration\\_in\\_Public\\_and\\_Private\\_Secondary\\_Schools\\_in\\_Akoko\\_North-West\\_Local\\_Government\\_Area\\_of\\_Ondo\\_State\\_Nigeria\\_DOI:10.2139/ssrn.3057935](https://www.researchgate.net/publication/324670719_Comparative_Study_of_Staff_Welfare_Administration_in_Public_and_Private_Secondary_Schools_in_Akoko_North-West_Local_Government_Area_of_Ondo_State_Nigeria_DOI:10.2139/ssrn.3057935)
- Boerrigter, C. M. (2015). How a leader's age is related to leader effectiveness: Through leader's affective state and leadership behavior. (Bachelor's thesis, University of Twente). <https://documents.in/document/how-leader-s-age-is-related-to-leader-effectiveness-thesis-carlijn-boerrigter.html>
- Bush, T. (2007). Educational leadership and management: Theory, policy and practice. *South African Journal of Education*, 27(3), 391-406. <https://www.ajol.info/index.php/saje/article/view/25107/4321>
- Chukwuka, E. & Nwakoby, N. (2018). Effect of human resource practices on employee retention and performance in Nigerian insurance industry. *World Journal of Research and Review*, 6(4), 27-41. [https://www.wjrr.org/download\\_data/WJRR0604012.pdf](https://www.wjrr.org/download_data/WJRR0604012.pdf)
- Education Development Trust. (2016). Effective teaching. <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/98/98ad6340-0ef6-4e1d-a541-db6018afce7d.pdf>
- Eduardo, J. P., & Gabriel, A. G. (2017). Assessing the leadership skills of the chiefs of police in the Towns of Nueva Ecija, Philippines: A dichotomy between managerial competence and decision-making ability. *Open Journal of Leadership*, 6, 142-159. <https://doi.org/10.4236/ojl.2017.64011>
- Egboka, N., Ezeugbor, C., & Enueme, C. (2013). Managerial skills and enhancement strategies of secondary school principals. *Journal of Education and Practice*, 4(26). [https://www.academia.edu/13517690/Managerial\\_Skills\\_And\\_Enhancement\\_Strategies\\_Of\\_Secondary\\_School\\_Principals](https://www.academia.edu/13517690/Managerial_Skills_And_Enhancement_Strategies_Of_Secondary_School_Principals)
- Earl, L. & Fullan, M. (2003). Using data in leadership for learning. *Cambridge Journal Education*, 33(3), 383-394. <https://www.tandfonline.com/doi/abs/10.1080/0305764032000122023>
- Espinosa, M. (2018). Financial management practices of school heads: Teachers' perspectives. *Skyline Business Journal* 13(1), 33-44.

- <https://www.skylineuniversity.ac.ae/images/pdf/sbj/2017/Article4.pdf>
- Giarni, C. & Obiechina, F. (2019). Principals' managerial skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. *International Journal of Innovative Psychology & Social Development*, 7(2), 97-104. <https://seahipaj.org/journals-ci/june-2019/IJIPSD/full/IJIPSD-J-13-2019.pdf>
- Goodarzi, M., Nazari, R., & Ehsani, M. (2012). Presenting the structural equation model of effecting of communication skills on managerial skills of sports administrators. *Applied Research in Sports Management*, 1(1), 11-20. [https://arsmb.journals.pnu.ac.ir/article\\_227.html?lang=en](https://arsmb.journals.pnu.ac.ir/article_227.html?lang=en)
- Ibay, S. B., & Pa-alisbo, M. A. C. (2020). An assessment of the managerial skills and professional development needs of private catholic secondary school administrators in Bangkok, Thailand. *World Journal of Education*, 10(1), 149-163. <https://eric.ed.gov/?id=EJ1247743> <https://doi.org/10.5430/wje.v10n1p149>
- Ikediegwu, N. (2016). Administrative and managerial skills for effective secondary school management. *UNIZIK Journal of Educational Management and Policy*, 1(1), 1-7.
- Janardhanan, S., & Raghavan, S. (2018). Employees' Tenure and Length of Service and Performance: A Case Study on the Moderating Role of Psychological Empowerment among Supervisors. *International Journal of Business and Management*, 2(2), 01-10. DOI: 10.26666/rmp.ijbm.2018.2.1 [https://www.ijbmjournal.com/uploads/2/6/8/1/26810285/001-vol\\_2\\_issue\\_2\\_2018\\_ -ijbm\\_ - 01-10.pdf](https://www.ijbmjournal.com/uploads/2/6/8/1/26810285/001-vol_2_issue_2_2018_ -ijbm_ - 01-10.pdf)
- Jayne, M. E., & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: Research findings and recommendations for organizations. *Human Resource Management*, 43(4), 409-424. <https://doi.org/10.1002/hrm.20033> <https://web.mit.edu/cortiz/www/Diversity/Jayne%20and%20Dipboye%202004.pdf>
- Magbojos, C. R. (2012). Managerial skills development of selected private institutions of higher learning in Batangas, Philippines. *IAMURE International Journal of Business and Management*, 3(1), 141-167. <http://dx.doi.org/10.7718/iamure.ijbm.v3i1.276>
- Memisoglu, S. P. (2015). The perception of teachers about management skills of school principals. *International Journal of Humanities and Social Science*, 5(2), 21-29. [http://www.ijhssnet.com/journals/Vol\\_5\\_No\\_2\\_February\\_2015/3.pdf](http://www.ijhssnet.com/journals/Vol_5_No_2_February_2015/3.pdf)
- Miriti, J. & Wangui, N. (2014). Financial management: Training needs of public secondary school principals in Machakos County, Kenya. *Research on Humanities and Social Sciences*, 4(13), 136-141. <https://www.iiste.org/Journals/index.php/RHSS/article/view/13646/14237>
- Mito, E. & Simatwa E. (2012). Challenges faced by newly appointed principals in the management of public secondary schools in Bondo District, Kenya: An analytical study. *Educational Research*, 3(4), 388-401. <https://www.interestjournals.org/articles/challenges-faced-by-newly-appointed-principals-in-the-management-of-public-secondary-schools-in-bondo-district-kenya-an-a.pdf>
- Muraina, M. (2014). Principals managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria. *Global Journal of Management and Business Research*, 14(3). <https://journalofbusiness.org/index.php/GJMBR/article/view/1257/1167>
- Ogba, F.N. & Igu, N.C.N. (2014). Realizing quality education in Nigeria: The need to revitalize secondary education. *Journal of Educational Research*, 2(3), 57-64. [https://www.scirp.org/\(S\(351jmbntv-nst1aadkposzje\)\)/reference/referencespapers.aspx?referenceid=2270402](https://www.scirp.org/(S(351jmbntv-nst1aadkposzje))/reference/referencespapers.aspx?referenceid=2270402)
- OECD. (2022). Employment rate by age group (indicator). doi: 10.1787/084f32c7-en <https://data.oecd.org/emp/employment-rate-by-age-group.htm>
- Paturusi, A. (2017). Contributions of leadership styles, managerial skills of principals and compensation to the performance of teachers. *Journal of Education and Human Development* 6(4), 105-114. [http://jehdnet.com/journals/jehd/Vol\\_6\\_No\\_4\\_December\\_2017/12.pdf](http://jehdnet.com/journals/jehd/Vol_6_No_4_December_2017/12.pdf)
- Republic Act 9155. (2001). Governance of Basic Education Act of 2001. <https://www.officialgazette.gov.ph/2001/08/11/rpublic-act-no-9155/>
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273-1296. <https://link.springer.com/article/10.1007/s11165-016-9602-2> <https://doi.org/10.1007/s11165-016-9602-2>
- Tanz, J. (2003). A Brief History of Management. [https://money.cnn.com/magazines/fsb/fsb\\_archive/2003/10/01/353427/](https://money.cnn.com/magazines/fsb/fsb_archive/2003/10/01/353427/)
- Tyler, D. (2016). Communication behaviors of principals at high performing Title I elementary schools in Virginia: School leaders, communication, and transformative efforts. *Creighton Journal of*



- Interdisciplinary Leadership, 2(2), 2-16.  
<https://files.eric.ed.gov/fulltext/EJ1152186.pdf>
- Victor, A. A. (2017). Analysis of principals' managerial competencies for effective management of school resources in secondary schools in Anambra State, Nigeria. *International Journal of Social Sciences, Humanities and Education*, 1(4), 1-10.  
<http://www.ijsshe.com/index.php/ijsshe/article/view/53>
- Villanueva, A., Disu, S., & Villanueva, K. (2021). Assessing the school heads leadership in the towns of Nueva Ecija, Philippines: Interrelationship of supervisory skills, interpersonal skills and leadership skills. *Open Access Library Journal*, 8: e8088.  
<https://doi.org/10.4236/oalib.1108088>
- Villanueva, A. G., & Meer, T. Q. (2021). Predictors affecting the level of work satisfaction in relation to the job performance among secondary school teachers in the Division of Zambales during SY 2020-2021. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(11), 998-1007.  
<https://doi.org/10.11594/10.11594/ijmaber.02.11.02>  
<https://ijmaberjournal.org/index.php/ijmaber/article/view/224>