



School Heads' Managerial Skills in Relation to Teachers' Performance in the District of Calatrava I

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ABSTRACT

This study determined the level of school heads' managerial skills and teachers' performance and examined the relationship between these variables in the District of Calatrava I, Division of Negros Occidental. A descriptive-relational research design was employed, involving 243 teachers from 22 elementary schools. Data on school heads' managerial skills were gathered through a researcher-modified questionnaire based on the Performance Appraisal System for School Heads (PASSH), covering conceptual, human/interpersonal, and technical skills. The instrument obtained an overall validity rating of 4.62, interpreted as Excellent, and a Cronbach's alpha of 0.970, indicating very high reliability. Teachers' performance ratings were obtained from the Department of Education's Individual Performance Commitment and Review Form (IPCRF) for School Year 2015–2016. Results showed that school heads demonstrated managerial competencies in the three areas, although improvement was needed in the implementation of plans, addressing teachers' needs and weaknesses, and providing technical assistance for curriculum localization and enrichment. Teachers' performance was generally rated Very Satisfactory. No significant differences were found in school heads' managerial skills when grouped according to age, sex, civil status, and educational attainment; however, significant differences were found according to length of service across the three managerial skill areas. Moreover, no significant relationship was found between school heads' managerial skills and teachers' performance. The study recommends continuous technical assistance, monitoring, classroom observation, and professional development for school heads, particularly in program development, interpersonal and supervisory practices, and curriculum localization and enrichment. Future studies are encouraged to examine other factors that may significantly influence teachers' performance.

Keywords: school heads, managerial skills, conceptual skills, human/interpersonal skills, technical skills, teachers' performance, school management

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INTRODUCTION

The school head plays a central role in the effective management and overall functioning of a school. The position entails more than performing administrative duties; it requires the ability to manage people, resources, programs, and processes toward the attainment of educational goals. In carrying out these responsibilities, school heads need a range of managerial skills that enable them to plan effectively, make sound decisions, communicate with stakeholders, resolve problems, and provide appropriate support to teachers. These competencies are essential in creating a school environment conducive to effective teaching, learning, and organizational development.

Recent studies underscore the importance of managerial skills in effective school administration. Sardido and Oliva (2025) found that managerial skills significantly contribute to school effectiveness by fostering a productive organizational climate and improving overall school functioning. Similarly, Salvalda (2025) reported that school heads in the Schools Division of Antique demonstrated high levels of managerial capability and adaptability in implementing educational reforms. However, challenges involving limited resources, stakeholder resistance, and the need for continuous professional development remained evident. These findings indicate that effective school management requires not only strong managerial competencies but also adaptability, responsiveness to emerging challenges, and continuous professional growth.

Effective school management is closely linked to teachers' performance, requiring school heads to use strong managerial skills in monitoring, supporting, guiding, and improving teachers' work. In this context, the researcher, as a Master Teacher II and Subject Coordinator in Calatrava I, seeks to determine the level of school heads' managerial skills and their relationship to teachers' performance based on observed managerial practices and challenges in the district. The findings may provide a basis for developing sustainable technical assistance to strengthen school heads' managerial competencies, enhance teacher performance, and improve school outcomes.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of school heads' managerial skills in relation to teachers' performance in the District of Calatrava I, Division of Negros Occidental. Specifically, it sought to determine the level of school heads' managerial skills in terms of conceptual skills, human/interpersonal skills, and technical skills; assess the level of teachers' performance according to the identified variables; determine whether there is a significant difference in the level of school heads' managerial skills when grouped and compared according to these variables; and examine whether a significant relationship exists between school heads' managerial skills and teachers' performance.

LITERATURE REVIEW

Managing a school is a complex responsibility that requires school heads to balance administrative, instructional, supervisory, and interpersonal functions. The OECD (2025) emphasized that school leaders support teachers, develop programs, manage school operations, and promote school improvement. These responsibilities require three essential managerial skills: conceptual, human/interpersonal, and technical. Conceptual skills enable school heads to understand the school as a whole, analyze problems, and develop appropriate strategies. Triwiyanto (2024) found that conceptual skills significantly influenced principals' management and were associated with interpersonal skills. The OECD (2025) further emphasized the importance of evidence-informed decision-making, strategic planning, and balancing organizational management with instructional leadership.

Human/interpersonal skills involve effective communication, relationship-building, conflict resolution, motivation, and collaboration with teachers and stakeholders. Dutta and Sahney (2022) found that principal instructional leadership was associated with teacher performance and that school climate influenced this relationship, suggesting that supportive leadership can strengthen teachers' professional functioning. Technical skills, meanwhile, involve the knowledge and abilities needed for curriculum implementation, instructional supervision, assessment, resource management, data use, technology, and other school operations. Gardose and Gardose (2024) found that school heads demonstrated very satisfactory 21st-century leadership skills and technological competence, highlighting the need for school leaders to continuously develop their technical knowledge.

The three managerial skills work together in actual school management. School heads may use conceptual skills to understand organizational concerns, interpersonal skills to communicate and collaborate with teachers and stakeholders, and technical skills to implement appropriate solutions. Pardosi and Utari (2022) emphasized that principals' leadership behaviors play an important



role in improving teacher performance and student achievement. These findings suggest that managerial and leadership competencies are important not only in managing school operations but also in creating conditions that support teachers' effective performance.

In the Philippine context, Sardido and Oliva (2025) found that managerial skills contributed to school effectiveness by promoting a productive organizational climate and improving school functioning, while Salvalda (2025) reported high managerial capability and adaptability among school heads in the Schools Division of Antique despite challenges involving resources, stakeholder resistance, and professional development. Diano and Calbi (2024) identified strategic thinking, decision-making, instructional leadership, communication, collaboration, resilience, and lifelong learning as important attributes of effective Philippine school heads. Resoor et al. (2024) likewise reported high levels of conceptual, interpersonal, and technical leadership skills, while Silad and Zainudin (2024) found strong managerial skills in planning, controlling, and monitoring, although some areas still required improvement.

Local studies also establish the connection between school heads' competencies and teachers' performance. Landawe et al. (2024) found significant relationships between school heads' managerial behavior and teachers' performance in planning, implementation, monitoring, evaluation, and teacher support. Estrada and Gumban (2024) likewise emphasized the importance of school heads' competence and instructional supervision in supporting teachers' professional performance. Delmonte and Pomarca (2024) found managerial skills relevant to teacher performance, while Malto and Espiritu (2024) identified principals' managerial roles as important correlates of school performance. In Bacolod City, Matchico and Gumban (2026) found significant relationships between school heads' leadership behaviors and teachers' performance, particularly in human relations and instructional leadership. Esogon et al. (2024) and Uy (2024) similarly reported positive associations between school heads' leadership practices and teachers' performance.

Overall, the literature shows that effective school leadership requires school heads to integrate conceptual, human/interpersonal, and technical skills in managing people, programs, resources, and instructional responsibilities. Foreign studies emphasize the role of leadership and school climate in supporting teacher performance, while Philippine studies provide evidence of significant relationships between managerial or leadership competencies and teachers' performance. However, the continuing challenges related to educational reforms, limited resources, professional development, and local school conditions indicate the need to examine these competencies within specific contexts. Thus, the present study focuses on the managerial skills of school heads in terms of conceptual, human/interpersonal, and technical skills and their relationship with teachers' performance in the District of Calatrava I.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study used a descriptive-relational research design to determine the relationship between school heads' managerial skills and teachers' performance. As stated by Bago (2011), the descriptive-relational research design employed descriptive techniques to answer questions about current conditions. Descriptive research designs focused on determining relationships (correlation or causation). The researcher then believes that this design is the most appropriate for the study.

Study Respondents

The respondents in the study were the two hundred forty-three (243) teachers stationed in the twenty-two (22) elementary schools in the district of Calatrava I.

Instruments

The study used a survey questionnaire to determine the level of school heads' managerial skills in Calatrava I. Part I gathered the teachers' profile in terms of age, sex, civil status, length of service, and educational qualification, while Part II contained 10 items covering conceptual, human/interpersonal, and technical skills, based on the Performance Appraisal System for School



Heads (PASSH) and modified by the researcher. Responses were rated on a five-point scale from 1 (Rarely Demonstrate Skills–Very Low Level) to 5 (Consistently Demonstrate Skills–Very High Level). Teachers' performance was obtained from the Department of Education's Individual Performance Commitment and Review Form (IPCRF) for SY 2015–2016, using ratings from Poor to Outstanding. For validity, the instrument was reviewed by two elementary school principals with master's degrees and one doctoral-level head teacher, obtaining an overall validation mean of 4.62, interpreted as Excellent. Its reliability was established through a dry run involving 20 teachers from Calatrava II, with Cronbach's alpha of 0.970, indicating very high reliability.

Data Gathering Procedure

After the study's validity and reliability were established, the researcher sought approval from the authorities at Calatrava I to conduct the study. After permission was granted, the researcher reproduced the questionnaire and personally visited schools within the district to survey. The researcher thoroughly explained the study's purpose and gave respondents enough time to answer each item. The researcher also discussed the assurance of the confidentiality of their answers.

The rating of teachers' performance was obtained from the Individual Performance and Commitment Review Form (IPCRF) filed with the district for the School Year 2015 - 2016. The computation was performed using the Statistical

Data Analysis and Statistical Treatment

The research data were analyzed based on the objectives of the study. For Objectives 1 and 2, which determined the respondents' profile, the level of school heads' managerial skills in Calatrava I, and the level of teachers' performance, descriptive and analytical methods using frequency, percentage, and mean were employed. For Objective 3, which examined the significant difference in school heads' managerial skills when grouped according to the identified variables, a comparative analytical scheme using the z-test was utilized. For Objective 4, which determined the significant relationship between school heads' managerial skills and teachers' performance, a relational analytical scheme using Pearson's correlation coefficient (r) was employed.

Ethical Consideration

The study adhered to ethical principles to protect the safety, dignity, privacy, and rights of the respondents in accordance with the Data Privacy Act of 2012. Participation was voluntary, with respondents provided informed consent explaining the study, procedures, time commitment, and their right to refuse or withdraw without penalty. Anonymity was maintained by using codes instead of names or identifying information, and respondents could omit any question that caused discomfort. The study posed no anticipated physical, emotional, or psychological risks, as data were gathered solely through a questionnaire. All collected information was treated with strict confidentiality and accessed only by the researcher and authorized data analyst. After the study, physical records were securely shredded or dissolved, while electronic files were permanently deleted to prevent unauthorized access or recovery.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of School Heads' Managerial Skills in Terms of Conceptual Skills, Human/Interpersonal Skills, and Technical Skills

Table 1

Level of School Heads' Managerial Skills in terms of Conceptual Skills

Items	Mean	Interpretation
1. Prepares school development plan and instructional supervisory plan: SIP/AIP/ Financial Plan/Monitoring and Evaluation.	4.39	Very High Level



2. Formulates policies/plans/programs for the improvement of teaching and learning: School calendar of activities/budget of work by learning area/teachers' program/school handbook.	4.30	Very High Level
3. Assesses the training needs of teachers.	4.19	High Level
4. Identifies and recommends training sources and potential trainees.	4.16	High Level
5. Prepares school-based training designs.	4.16	High Level
6. Develops programs and projects for continuing personal and professional development, including moral recovery and values formation among teaching and non – teaching staff.	4.11	High Level
7. Organizes committees to work on programs, projects, and school activities.	4.24	Very High Level
8. Prepares updated inventory of school facilities.	4.19	High Level
9. Identifies facilities needed by the school.	4.18	High Level
10. Prioritizes purchases of facilities needed by the school.	4.19	High Level
Overall Mean	4.21	High Level

Table 1 shows that item 1 on “Preparing school development plan and instructional supervisory plan: SIP/AIP/ Financial Plan/Monitoring and Evaluation” obtained the highest mean score of 4.39, interpreted as “very high level.” However, the lowest mean score of 4.11 was obtained by item 6, which is on “Developing programs and projects for continuing personal and professional development, including moral recovery and values formation among teaching and non – teaching staff,” interpreted as “high level.”

This implies that school heads are good planners but not so good developers. They may have more time to prepare, but less time to develop or implement the proposed programs in the school, which will make the organization unproductive. This finding supports the claim of Eliseeva (2010) that “Good leadership can make academic work a more enjoyable and more productive experience for everyone. The lack of managerial abilities, a complete understanding of the needs and objectives of the institutions, and a selfless dedication to achieving these objectives can leave an institution floundering and defenseless.”

Table 2

Level of School Heads' Managerial Skills in terms of Human/ Interpersonal Skills

Items	Mean	Interpretation
1. Conducts classroom observation regularly.	4.00	High Level
2. Provides feedback on observation and ensures that teachers' needs are addressed.	4.01	High Level
3. Provides opportunities to teachers for professional growth and personal enhancement.	4.08	High Level
4. Orients teachers on the implementation of policies, guidelines, orders, and memorandums.	4.17	High Level



5. Communicates effectively with staff and other stakeholders in both oral and written reports.	4.05	High Level
6. Maintains good relationships and develops rapport with co-workers and stakeholders.	4.31	Very High Level
7. Interacts appropriately with a variety of audiences.	4.09	High Level
8. Demonstrates ability to empathize with others.	4.11	High Level
9. Observes the award system for teachers to sustain integrity and honesty in all school practices.	4.07	High Level
10. Conducts meetings regularly to address teachers' needs.	4.11	High Level
Overall Mean	4.10	High Level

Table 2 presents the highest mean score of 4.31 for item 6, “maintaining good relationship and developing rapport with co-workers and stakeholders,” interpreted as “very high level.” On the other hand, the lowest mean score of 4.00 on item 1, which is “conducting classroom observation regularly,” is interpreted as “high level.”

This implies that school heads maintain good relationships among co-workers, which is a plus for the school. Still, classroom observation may affect too much familiarity among co-workers and parents. This finding will support Bolanle’s (2013) emphasis on the instructional leadership skills principals need for effective school administration. This includes ensuring that all staff work cooperatively toward the school’s common goal, supervising lesson plans, and teaching and learning activities.

Table 3

Level of School Heads’ Managerial Skills in terms of Technical Skills

Items	Mean	Interpretation
1. Conducts INSET, evaluates, and provides feedback.	4.40	Very High Level
2. Implements instructional Supervisory Plan. (Classroom observation and follow-up observations)	4.20	High Level
3. Mentors and coaches teachers.	4.10	High Level
4. Utilizes resources and makes remedies to meet necessities and needs. (School MOOE/SBM Grant/SBFP/Canteen Fund)	4.19	High Level
5. Liquidates resources with proper audit. (School MOOE/SBM Grant/SBFP/Canteen Fund)	4.21	High Level
6. Provides leadership in designing an instructional assessment program.	4.13	High Level
7. Conducts curricular review: localization and enrichment of the curriculum	4.05	High Level
8. Conducts assessments on School-Based Management practices.	4.09	High Level



9. Monitors the implementation of the instructional assessment program: Prototype summative/quarterly test with a table of specifications noted and approved by the school head.	4.16	High Level
10. Responds to the needs and concerns of teachers and stakeholders appropriately.	4.14	High Level
Overall Mean	4.17	High Level

Table 3 shows that item 1 on “conducting INSET, evaluating, and providing feedback” obtained the highest mean score of 4.40, interpreted as “very high level.” However, the lowest mean score of 4.05 was obtained by item 7, which is on “conducting curricular review: localization and enrichment of the curriculum,” interpreted as “high level.”

This implies that school heads are good at conducting In-service Training and at evaluating and providing feedback; however, localization and enrichment of the curriculum were not given much attention. Respondents believed that localization and enrichment of curriculum should be given attention, as stated by DepEd Order No. 43, S.2013, on Implementing Rules and Regulations, that the curriculum shall be flexible enough to enable and allow schools to localize, indigenize, and enhance the same based on their respective educational and social contexts.

Level of Teachers’ Performance according to Variables

Table 4

Level of Teachers’ Performance according to Variables

Variables	Categories	Mean	Interpretation
Age	younger	4.27	Very Satisfactory
	older	4.25	Very Satisfactory
Sex	Male	4.22	Very Satisfactory
	Female	4.26	Very Satisfactory
Civil Status	Single	4.31	Very Satisfactory
	Married	4.25	Very Satisfactory
Length of Service	shorter	4.27	Very Satisfactory
	longer	4.25	Very Satisfactory
Educational Attainment	Lower	4.26	Very Satisfactory
	Higher	4.29	Very Satisfactory

Table 4 on the level of teachers’ performance revealed that younger, female, single, with shorter length of service, and with higher educational attainment attained high mean scores of 4.26 to 4.31, interpreted as “very satisfactory.”

This implies that younger, female, single, shorter in service, and higher in educational attainment respondents had a very satisfactory level of performance. They may be able to perform more, given the advantages of their profile. This finding supports Laar’s (2014) claim that a school’s success depends largely on the quality of teachers’ classroom performance. Ensuring quality assurance in teaching performance (and in the ways teachers carry out other assigned responsibilities) remains a major and often



challenging responsibility of school leadership. It will be seen how learning- and instruction-centered leadership can provide powerful structures to support, develop, and enhance teachers' professional capacity. Although the performance management of this critical area is widely shared, it is also at the heart of the head teachers' role; the final responsibility for assuring the quality of teacher performance lies with them. The head is ultimately accountable for dealing with and remedying inadequate performance.

Comparative Analysis in the Level of School Heads' Managerial Skills in terms of Conceptual Skills, Human/Interpersonal Skills, and Technical Skills when grouped and compared According to Aforementioned Variables

Table 5

Difference in the Level of School Heads' Managerial Skills in terms of Conceptual Skills

Variables	Categories	Mean	z	p-value	Sig Level	Interpretation
Age	Younger	4.18	-0.767	0.444		Not Significant
	Older	4.25				
Sex	Male	4.08	-1.09	0.277		Not Significant
	Female	4.23				
Civil Status	Single	4.03	-1.77	0.077	0.05	Not Significant
	Married	4.24				
Length of Service	Shorter	4.11	-2.36	0.019		Significant
	Longer	4.31				
Educational Attainment	Lower	4.25	1.775	0.077		Not Significant
	Higher	4.07				

The results showed that there was no significant difference in school heads' conceptual skills when grouped according to age ($p = 0.444$), sex ($p = 0.277$), civil status ($p = 0.077$), and educational attainment ($p = 0.077$). Since all p-values were greater than the 0.05 level of significance, the null hypothesis was accepted for these variables. This finding suggests that school heads demonstrated generally comparable levels of conceptual skills regardless of their age, sex, civil status, or educational attainment. The result is consistent with Resoor et al. (2024), who reported high levels of conceptual skills among school heads, indicating that conceptual competence is an important leadership attribute that may be demonstrated across different personal characteristics.

In contrast, a significant difference was found when school heads were grouped according to length of service ($p = 0.019$). Since the p-value was below the 0.05 level of significance, the null hypothesis was rejected. This indicates that school heads' conceptual skills varied significantly according to their length of service. The finding may be explained by Triwiyanto (2024), who found that conceptual skills significantly influenced principals' management levels. Longer service may provide school heads with greater opportunities to encounter varied administrative situations, understand organizational processes, and develop strategies for addressing school-related concerns. Similarly, Diano and Calbi (2024) identified strategic thinking, sound decision-making, resilience, and instructional leadership as important attributes of effective Philippine school heads, competencies that may be strengthened through accumulated professional experience.



Overall, the findings indicate that age, sex, civil status, and educational attainment did not significantly differentiate school heads' conceptual skills, while length of service did. This suggests that personal characteristics may not necessarily determine a school head's conceptual competence, whereas professional experience may provide opportunities for its development. The findings support the view that conceptual skills involve the ability to understand complex organizational situations, analyze problems, and formulate appropriate strategies—competencies that can be strengthened through actual leadership experience and continuous professional development (Triwiyanto, 2024; Diano & Calbi, 2024). Thus, training and technical assistance may be particularly valuable in helping school heads, regardless of their personal characteristics or years of service, further develop their conceptual managerial skills.

Table 6

Difference in the Level of School Heads' Managerial Skills in terms of Human Interpersonal Skills

Variables	Categories	Mean	z	p-value	Sig Level	Interpretation
Age	Younger	4.04	-1.33	0.184		Not Significant
	Older	4.18				
Sex	Male	4.16	0.388	0.698		Not Significant
	Female	4.09				
Civil Status	Single	4.02	-0.610	0.543	0.05	Not Significant
	Married	4.11				
Length of Service	Shorter	3.97	-2.54	0.012		Significant
	Longer	4.23				
Educational Attainment	Lower	4.14	1.707	1.00		Not Significant
	Higher	3.93				

The results in Table 6 showed no significant difference in school heads' human/interpersonal skills when grouped according to age ($p = 0.184$), sex ($p = 0.698$), civil status ($p = 0.543$), and educational attainment ($p = 0.089$). Since all p-values were greater than the 0.05 level of significance, the null hypothesis was accepted for these variables. This finding indicates that school heads demonstrated generally comparable interpersonal skills regardless of their personal characteristics. This is supported by Gardose and Gardose (2024), who found that school heads demonstrated very satisfactory leadership skills consistently across sex, educational background, and length of service. Similarly, Felipe et al. (2024) reported very high interpersonal, administrative, and conceptual leadership skills among school heads.

In contrast, a significant difference was found when school heads were grouped according to length of service ($p = 0.012$). Since the p-value was below 0.05, the null hypothesis was rejected, indicating that school heads differed significantly in their human/interpersonal skills according to length of service. This finding suggests that professional experience may contribute to the development of communication, relationship-building, collaboration, and conflict-management abilities. Bartanen et al. (2024) examined principal experience and found substantial improvement in supervisors' ratings of principals as they gained experience, although the relationship between experience and school outcomes was not consistently positive. This provides support for viewing experience as a factor that can contribute to the development of leadership skills, while recognizing that experience alone does not guarantee stronger school outcomes.

Overall, the findings indicate that age, sex, civil status, and educational attainment did not significantly differentiate school heads' human/interpersonal skills, whereas length of service did. The result is also consistent with Philippine literature emphasizing



the importance of interpersonal competence in school leadership. Panol et al. found that school heads' interpersonal, leadership, and supervisory skills were evident and recommended further strengthening of these competencies. More recently, Capalad et al. (2024) reported that teachers viewed school heads' interpersonal communication skills as important in supporting teaching performance, particularly through building connections, welcoming feedback, and being attentive to teachers' concerns. These findings reinforce the importance of developing interpersonal competencies through professional experience and continuing leadership development.

Table 7

Difference in the Level of School Heads' Managerial Skills in terms of Technical Skills

Variables	Categories	Mean	z	p-value	Sig Level	Interpretation
Age	Younger	4.10	-1.47	0.143		Not Significant
	Older	4.25				
Sex	Male	4.30	0.948	0.344		Not Significant
	Female	4.15				
Civil Status	Single	4.06	-0.930	0.353	0.05	Not Significant
	Married	4.19				
Length of Service	Shorter	4.03	-2.97	0.003		Significant
	Longer	4.31				
Educational Attainment	Lower	4.20	-1.370	0.172		Not Significant
	Higher	4.04				

Table 7 showed that there was no significant difference in school heads' technical skills when grouped according to age ($p = 0.143$), sex ($p = 0.344$), civil status ($p = 0.353$), and educational attainment ($p = 0.172$). Since all p-values exceeded the 0.05 level of significance, the null hypothesis was accepted for these variables. This indicates that school heads were perceived to have generally comparable levels of technical skills regardless of their personal characteristics. This finding is supported by Gardose and Gardose (2024), who reported that school heads demonstrated very satisfactory leadership skills across assessed indicators and that these skills remained consistent when school heads were classified according to sex, educational background, and length of service.

However, a significant difference was found when school heads were grouped according to length of service ($p = 0.003$). Since the p-value was below 0.05, the null hypothesis was rejected, indicating that school heads differed significantly in their technical skills based on length of service. This finding may be explained by the role of professional experience in developing practical knowledge and leadership competencies. Bartanen et al. (2024) found substantial improvement in supervisors' ratings of principals as they gained experience, suggesting that principals can develop their knowledge and skills through on-the-job learning and professional support. However, the authors also cautioned that experience alone does not automatically translate into improved school outcomes, highlighting the importance of purposeful professional development alongside experience.

Overall, the findings suggest that age, sex, civil status, and educational attainment were not significant factors in differentiating school heads' technical skills, whereas length of service was significant. This result is consistent with the broader literature emphasizing the continuing development of technical and leadership competencies among school heads. Resoor et al. (2024) reported that school heads demonstrated a high level of technical, interpersonal, and conceptual skills, while Gardose and Gardose (2024) highlighted the importance of contemporary leadership and technological competencies among school heads.



More recently, Oliverio and Catalan (2025) examined school heads' time management, instructional supervision, and technical support and underscored the importance of these competencies in responding to teachers' needs and school responsibilities. Thus, the significant difference associated with length of service suggests that practical experience may contribute to the development of technical managerial competencies, while continuous training and professional development remain necessary to ensure that these skills keep pace with changing educational and technological demands.

Relationship Between the Level of Managerial Skills and Teachers' Performance

Table 8

Relationship between the Level of Managerial Skills and Teachers' Performance

Variables	r	p-value	Interpretation
Managerial Skills	0.028	0.666	Not Significant
Teachers' Performance			

Table 8 revealed a computed p-value of 0.666, which is greater than the 0.05 level of significance and is therefore interpreted as not significant. This indicates that there is no significant relationship between school heads' managerial skills and teachers' performance. The finding suggests that differences in the perceived managerial skills of school heads were not significantly associated with differences in teachers' performance in the District of Calatrava I. This result may indicate that teachers' performance is influenced by several other factors, such as individual competence, motivation, workload, professional development, school climate, available resources, and personal commitment, rather than by managerial skills alone.

The finding, however, differs from several previous Philippine studies. Landawe et al. (2024) found a significant relationship between school heads' managerial behavior and teachers' performance, although the reported correlations were generally slight to low. Similarly, Estrada and Gumban (2024) found a significant relationship between school heads' competence and teachers' performance in the Division of Cadiz City, reporting that direct instructional supervision could support teachers in meeting performance standards. Other Philippine research has likewise reported significant associations between school heads' leadership or managerial practices and teachers' performance, including studies by Uy (2024) and Matchico and Gumban (2026).

Despite these contrasting findings, the present result is important because it shows that the relationship between school leadership and teacher performance may vary according to the school context, leadership practices measured, characteristics of teachers, and other organizational factors. Thus, having managerial skills does not necessarily guarantee higher teacher performance when considered independently. The finding suggests that school heads' managerial competencies may need to work together with instructional supervision, teacher motivation, professional development, supportive school climate, and adequate resources to produce observable improvements in performance. Consequently, the null hypothesis was accepted, indicating that no statistically significant relationship was established between school heads' managerial skills and teachers' performance in Calatrava I. This result provides a useful basis for examining other factors that may better explain variations in teachers' performance in the district.

CONCLUSION

The findings showed that most respondents were 40 years old or younger, female, married, and had relatively balanced length-of-service groups, while those with educational attainment from a bachelor's degree to a master's degree comprised the largest group. Overall, school heads demonstrated managerial skills across conceptual, human/interpersonal, and technical areas, but some competencies still needed improvement. In conceptual skills, school heads were generally capable of planning and organizing activities but needed to strengthen the implementation and strategic application of plans; in human/interpersonal skills, they maintained harmonious relationships with teachers but needed to improve their ability to address teachers' needs and weaknesses while maintaining appropriate professional discipline; and in technical skills, they were capable of conducting training and evaluation but needed to devote more attention to technical assistance, particularly in curriculum localization and enrichment. Teachers' performance was rated very satisfactory. Furthermore, no significant differences were found in school



heads' managerial skills when grouped according to age, sex, civil status, and educational attainment, while significant differences were observed across length of service in conceptual, human/interpersonal, and technical skills. Finally, no significant relationship was found between school heads' managerial skills and teachers' performance, indicating that although school heads possessed managerial competencies, these skills alone did not significantly account for variations in teachers' performance.

RECOMMENDATIONS

Based on the findings and conclusions, it is recommended that school heads receive continuous technical assistance and monitoring from appropriate education authorities, particularly in developing programs and projects for personal and professional development, moral recovery, and values formation among teaching and non-teaching personnel. The Public Schools District Supervisor should regularly monitor and ensure that school heads conduct classroom observations to strengthen their human/interpersonal and supervisory skills. Education Program Supervisors should also provide training on curriculum localization and enrichment to enhance school heads' technical competencies. Finally, since the study found no significant relationship between school heads' managerial skills and teachers' performance, future researchers are encouraged to use other research tools, variables, and approaches to identify additional factors that may significantly influence teachers' performance.

Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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