

Managerial Skills of School Heads in Irosin District

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Abstract— The study aimed to determine the managerial skills and challenges of school heads at Irosin District Division of Sorsogon Province for school year 2022-2023. It utilized the descriptive-survey method of research since a questionnaire was used in gathering the primary data. Similarly, the respondents were the 93 teachers and 31 school heads in Irosin District. The statistical tools employed were the frequency count, percentage, weighted mean, and Mann-Whitney test. This study concluded that the managerial skills of school heads as perceived both by school heads themselves and by teachers are very good along technical, conceptual, interpersonal and communication, and decision-making, while in diagnostic and analytical is excellent. Also, there is no significant difference between the perceptions of the two groups of respondents on the school heads' managerial skills along technical, conceptual, interpersonal and communication and decision making. However, there is a significant difference in diagnostic and analytical skills. Likewise, recommendations were given in consonance with the findings of the study.

Keywords— Conceptual, Decision-making, Diagnostic and Analytical, Interpersonal and Communication, Technical

I. INTRODUCTION

Nowadays, the school managers need to have the appropriate abilities and skills in performing their duties especially in overseeing their teachers which includes solving problems, communicating effectively, and motivating their employees. Similarly, the said skills can be learned as they do their tasks or through practical experiences in their jobs.

Principals and leaders of Japanese schools assume responsibility for the set tasks. They know clearly that each of them is responsible for the given tasks, and they share that responsibility. Moreover, the Japanese decision-making and job responsibility are collective, not individual. They have administrative influence through national, local, and voluntary bodies, and they also exert the responsibilities of student success. Principal strategy to manage is through the implementation and evaluating functional decisions that will enable the organization to achieve its objectives. It is the process of specifying the organization's mission, vision, and objectives, as well as developing policies and plans (Cisse and Okato, 2009).

With the rise of COVID-19 among school leaders, there has been a paradigm change toward a more dispersed, collaborative, and networked leadership structure. This form of leadership does not adhere to any national rules or criteria. Nonetheless, it functions as the cohesive force that keeps academic institutions functioning. Bush et al. (2022) emphasized further that the global educational system continues to face formidable obstacles since this crisis is far from ended.

Consequently, school administrators are tasked with navigating a safe, principled, and communal passageway so that pupils do not fall behind academically, since learning continuity is still maintained and implemented during emergencies.

School heads, as key leader in the country's education system, are indispensable in the realization of the government's aim to provide the schoolchildren quality basic education. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, states that a school head as a person responsible for administrative and instructional supervision of a school or cluster of schools (Section 4).

In the Philippine setting, with the implementation of the new curriculum known as the K to 12 Basic Education Program and with the institutionalization of the Philippine Professional Standards for Teachers (PPST), the Department of Education (DepEd), in its effort to complement these reforms to achieve quality leadership and management and ensure that the current set of standards of school heads is K to 12 aligned, implements various initiatives, including the implementation of DepEd Order No. 24, s. 2020 – otherwise known as the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH).

According to the Philippine Professional Standards for School Heads (PPSSH), which is a set of standards makes explicit what school heads should know, be able to do and value to achieve improved learning outcomes and teacher quality. It is founded on guiding principles

of learner-centeredness, life-long learning, and inclusivity, among others. The professional standards, therefore, becomes a public statement of professional accountability that can help school heads reflect on and assess their own practices as they aspire for personal and professional development. It articulates what constitutes school leadership quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective leadership and management.

In the same manner, the study of Barola and Digo (2022) on the school heads' performance level in leading strategically along the seven key result areas of the first domain of national standards. It was mentioned that school heads characterized of effectiveness in strategic leadership manifest high sense responsibility in providing a vision that covers the entire school organization with commitment and sincerity to high standards set for the school of all aspects of education and the progressive success of all learners. Similarly, the performance of the school heads along the 7 key result areas of the domain leading strategically yielded to a very satisfactory level.

In this study, the school leaders are people who are actively active in the school's administration and management. Therefore, school heads must have the skill and ability to do their jobs well in various capacities, including school community leaders and financial, material and human resource management, while ensuring safety and the academic success of their students. Hence, this study provided information on the importance of managerial competence particularly on their actions in implementing strategies on how to easily facilitate teaching-learning process beneficial for teachers and learners.

Moreover, the study may suggest that the determination of the managerial skills level of school heads may influence or improve and increase their levels of knowledge, practice, and professional engagement which basically leads to an enabling and supportive environment for effective teaching and learning to happen even amid a global educational crisis. Similarly, the identification of the challenges met by the school heads on technical, conceptual, interpersonal and communication, decision-making, and diagnostic and analytical may somehow their strategies in leading the school.

In addition, this study was anchored on assessing the managerial skills school heads which was aimed of improving their leadership relative to the identified variable which, in turn, can lead to better educational outcomes for students and teachers as well. The school heads are entrusted with a considerable level of responsibility in the education system. So, by evaluating their managerial skills, it may be assured that they are held accountable for their roles and responsibilities. This can lead to more efficient school management and better performance in schools. Thus, research in this area may help ensure that resources are distributed optimally, benefiting both students and the community.

The findings of the study may serve as a foundation for targeted plan of actions for school heads with the main goal of enhancing their managerial skills. By identifying areas where improvement is needed, educators can receive mentoring and technical support to level up their managerial skills, ultimately benefiting the respective academic community.

Generally, this study aimed to determine the level of managerial skills of school heads at Irosin District, Division of Sorsogon Province for school year 2022-2023. Specifically, it sought answer to the following questions: (1) What is the level of managerial skills of school heads as perceived by themselves and the teachers along: Technical; Conceptual; Interpersonal and Communication; Decision-making, and Diagnostic and Analytical? (2) Is there a significant difference between the perceptions of the two groups of respondents on the school heads' managerial skills along the identified variables?

II. METHODOLOGY

Research Design

The study aimed to determine the level of managerial skills and challenges of school heads at Irosin District Division of Sorsogon Province for school year 2022-2023. It utilized the descriptive-survey method of research.

In addition, a questionnaire was used as instrument in gathering the data from the respondents. Also, an unstructured interview with the school heads. Similarly, the respondents were 93 teachers which was chosen through purposive sampling and 31 school heads in the Irosin District which was a total enumeration. The statistical tools employed were the weighted mean, and Mann-Whitney U test.

The Sample

The primary source of the data were the school heads and teachers in Irosin District. The said district was composed of District 1 and District 2 in the municipality. The respondents consisted of 31 school heads (principals, head teachers, and teachers-in-charge) which was a total enumeration and 3 randomly selected teachers from 31 schools with the total of 93. The chosen teachers were purposively chosen from each school in the districts which was composed of novice, middle aged and senior teachers that became the criterion in the selection. Table 1 below contained the distribution of the respondents.

Table 1. The Respondents

Respondents	f	%
School Heads	31	25
Teachers	93	75
Total	124	100

From the table, it was shown that 31 (25%) school heads of which 15 came from Irosin 1 and 16 of them were from Irosin 2. Also, there were 93 (75%) teachers were involved which represented all the schools in the 2 districts in the municipality.

The Instrument

The instrument which was a questionnaire was adopted by the researcher in which the contents were based on the problems of this study. The said questionnaire developed was intended for the school heads and teachers as target respondents.

Similarly, the questionnaire composed of the managerial skills of the school heads along technical, conceptual, interpersonal and communication, decision-making, and diagnostic and analytical. The indicators for each variable in this part were adopted from the Philippine Professional Standards for School Heads (PPSSH).

Moreover, the questionnaire was first shown to the adviser for comments and approval. Then, it was sent to the members of the panel for final approval. With the final form of the instrument done, it was readied for dry run and administered to five selected school heads from Juban District. Since there was no difficulty encountered during the testing of the instrument, it was then finally prepared for administration to the target respondents.

Data Collection Procedures

With the instrument ready for administration, the researcher prepared the communication letters intended for the approval of the conduct of the study. The first letter of intent was for the approval of Schools Division Superintendent which was personally delivered to the office on August 15, 2023. Then, the same activity was done with the public school district supervisor Of Irosin I and II for the implementation of the said study on August 14, 2023.

After a week, the questionnaires were distributed to the 31 school heads in Irosin District comprising of 15 schools in Irosin I and 16 schools in Irosin II. The researcher personally distributed the questionnaires to the target respondents on September 19, 2023. The researcher asked the assistance of the school heads in identifying the three teachers in their respective schools and questionnaires were given to them. On October 3, 2023, the researcher went back to the different schools to retrieve the accomplished questionnaires. With all the questionnaires retrieved from the respondents, a 100% participation rate was attained in this study.

Moreover, ten selected school heads of Irosin District were contacted and set a date for the unstructured interview. With their approval and acceptance, they were personally interviewed by the researcher on September 21-22, 2023 in their offices.

Data Analysis Procedures

The collected data from the respondents were subjected to various statistical analysis depending on its nature and level of measurement. The appropriate descriptive statistics were utilized in treating the said data. For the managerial skills of school heads along technical, conceptual, interpersonal and communication, decision-making, and diagnostic and analytical be treated using the weighted mean. The scale below was used in describing the results: 4.50 – 5.00 (Excellent); 3.50 – 4.49 (Very Good); 2.50 – 3.49 (Good); 1.50 – 2.49 (Moderate); 1.00 – 1.49 (Poor). Along the difference between the perceptions of the two groups of respondents on the school heads’ managerial skills along the identified variables the researcher used the Mann-Whitney U test. This test was utilized in order to determine whether the difference is significant or not.

III. RESULTS AND DISCUSSION

The presentation of data included the following: 1) level of managerial skills of school heads as perceived by

themselves and the teachers along technical, conceptual, interpersonal and communication, decision-making, and diagnostic and analytical; and 2) difference between the perceptions of the two groups of respondents on the school heads' managerial skills along the identified variables.

1) Level of Managerial Skills of School Heads

This portion discusses the level of managerial skills of the school heads as perceived by themselves and the teachers along technical, conceptual, interpersonal and communication, decision-making, and diagnostic and analytical.

Table 2. Managerial Skills of the School Heads

Skills	School heads		Teachers	
	CM	I	CM	I
Technical	4.42	Very good	4.44	Very good
Conceptual	4.28	Very good	4.37	Very good
Interpersonal & Communication	4.45	Very good	4.42	Very good
Decision-making	4.45	Very good	4.59	Excellent
Diagnostic & Analytical	4.37	Very good	4.43	Very good
Overall	4.39	Very good	4.45	Very good

Legend: CM-Composite Mean; I-Interpretation

The data showed that overall, the managerial skills of the school heads is very as assessed by themselves and their teachers with average composite means of 4.39 and 4.45, respectively. From the among the identified variables, the decision-making skills has the weighted means of 4.45 (very good) and 4.59 (excellent) as perceived by both the respondents. On the other hand, the conceptual skills got the lowest weighted means of

4.28 (very good) and 4.37 (very good) based on the perceptions of the school heads and teachers.

Technical. Table 2A presents the weighted mean and interpretation of the level of managerial skills of the school heads as perceived by themselves and teachers along technical.

Table 2A. Perceptions of the respondents on the Managerial Skills of School Heads along Technical

Indicators	School Heads		Teachers	
	WM	I	WM	I
1. Set goals to be achieved in a term	4.42	Very Good	4.45	Very Good
2. Plan weekly activities ahead of time.	4.45	Very Good	4.30	Very Good
3. Communicate the priorities regularly to the staff	4.65	Excellent	4.59	Excellent
4. Keeps school statutory records.	4.24	Very Good	4.52	Excellent
5. Visit classes for supervision.	4.16	Very Good	4.41	Very Good
6. Help in interpreting curriculum to the teachers.	4.26	Very Good	4.29	Very Good
7. Possess the ability to improvise instructional materials.	4.29	Very Good	4.18	Very Good
8. Assist teachers when in difficulty in interpretation of scheme of work.	4.52	Excellent	4.42	Very Good
9. Display capacity to maintain healthy relationship with host community.	4.71	Excellent	4.53	Excellent
10. Resolves conflict between staff and students.	4.48	Very Good	4.66	Excellent
Composite Mean	4.42	Very Good	4.44	Very Good

Legend: CM-Composite Mean; I-Interpretation

Table 2A provided data represents the level of managerial skills of school heads in a technical context, as assessed through the perceptions of school heads themselves. Each indicator is rated with a mean score, and an accompanying rating that ranges from "Very Good" to "Excellent." The school heads' ability to set goals for their institutions is rated as "Very Good." This suggests that they have a clear vision and direction for their schools, which is crucial for effective management. However, there may be room for improvement in setting more ambitious or strategic goals to drive further progress. Planning weekly activities ahead of time is another strong area for school heads, rated as "Very Good." This indicates their commitment to organized scheduling and efficient use of time and resources. School heads excel in communicating priorities to their staff, with a rating of "Excellent." This is a critical managerial skill as it ensures that everyone is aligned with the school's objectives. Effective communication contributes to a harmonious and goal-oriented work environment.

School heads are rated "Very Good" in their ability to keep statutory records. This is essential for compliance with educational regulations and accountability. Occasional classroom visits for supervision are rated as "Very Good." While it's positive that school heads are actively involved in classroom activities, there may be room for more frequent and comprehensive classroom observations to provide meaningful feedback to teachers. The ability to interpret the curriculum for teachers is rated as "Very Good." This suggests that school heads have a good grasp of educational content, which is beneficial for guiding teachers effectively. School heads possess the ability to improvise instructional materials, which is rated as "Very Good." This reflects their resourcefulness in providing support for effective teaching and learning.

Assisting teachers when they face difficulties in interpreting the scheme of work is rated as "Excellent." This indicates a strong support system in place to address teachers' needs, enhancing the overall quality of education. School heads display an excellent capacity to maintain healthy relationships with the host community. This is crucial for fostering community support, involvement, and a positive school environment. The ability to resolve conflicts between staff and students is rated as "Very Good." While effective conflict resolution is vital for a harmonious school environment, there is still room for improvement.

The overall composite means of 4.42 suggests that school heads, according to their self-perceptions, exhibit very good managerial skills in a technical school context. This is a positive sign as it indicates a high level of competence in various managerial aspects. This implies that the school heads' strengths include effective communication, goal setting, and strong community relations. These areas can serve as models for other schools and could be further leveraged for school improvement.

Relative to the teachers' perspectives, the data presented indicates the perceptions of teachers regarding the managerial skills of school heads, particularly in the technical aspects of their role. The mean scores for each indicator provide insights into how these skills are perceived by the teaching staff, ranging from "Very Good" to "Excellent. The indicator "Set goals to be achieved in a term" received a mean score of 4.45, indicating that teachers perceive school heads as effective in setting clear and achievable goals for the school within a term. This suggests that there is a sense of direction and purpose in the school's management, which can positively impact the school's progress. "Planning weekly activities ahead of time" received a mean score of 4.30, indicating that school heads are seen as fairly good at planning weekly activities. While the score is positive, there may be room for improvement in terms of more strategic and comprehensive planning. "Communicating priorities regularly to the staff" received an excellent mean score of 4.59. This suggests that school heads excel in keeping the teaching staff informed about the school's priorities and objectives. Effective communication is crucial for aligning the efforts of the staff with the school's goals.

The ability to "keep school statutory records" received an excellent mean score of 4.52. This indicates that school heads are proficient in maintaining the necessary records and documentation, which is essential for compliance and accountability. "Occasionally visiting classes for supervision" received a mean score of 4.41, indicating that school heads are perceived as being actively involved in classroom supervision. This involvement can contribute to the improvement of teaching quality and student performance. "Helping in interpreting curriculum to the teachers" received a mean score of 4.29, suggesting that school heads are seen as providing support in understanding and implementing the curriculum. This support is vital for effective teaching. The ability to "improvise instructional

materials" received a mean score of 4.18, indicating that school heads are perceived as moderately effective in this aspect. There may be opportunities for enhancing support in developing instructional materials. "Assisting teachers when in difficulty in the interpretation of the scheme of work" received a mean score of 4.42, suggesting that school heads are supportive in helping teachers overcome challenges related to the curriculum and instructional planning. "Displaying the capacity to maintain a healthy relationship with the host community" received an excellent mean score of 4.53. This signifies that school heads are successful in building positive relationships with the local community, which can foster community involvement and support for the school. "Having the ability to resolve conflicts between staff and students" received an excellent mean score of 4.66, indicating that school heads are perceived as highly effective in managing and resolving conflicts within the school community. This is crucial for maintaining a positive and productive school environment.

The data implies that, according to teacher perceptions, school heads generally excel in several key technical aspects of their managerial role. Effective

communication, record-keeping, community relations, and conflict resolution are notable strengths. However, there may be opportunities for improvement in areas such as instructional material support and comprehensive weekly planning. These findings can guide school leadership in identifying areas of strength and areas that may benefit from further development, ultimately contributing to the overall improvement of the school's management and instructional leadership.

This claim was supported by Ajaegbo (2015) that Recognizing and building upon these managerial skills can contribute to the professional development of school heads. This, in turn, can lead to improved school performance and a better learning environment for students. It is important to complement self-assessments with external evaluations to ensure an accurate representation of managerial skills. Peer reviews or third-party assessments can provide a more comprehensive view.

Conceptual. The weighted mean and interpretation of the level of managerial skills as perceived by themselves and teachers along conceptual are contained in Table 2B.

Table 2B. Perceptions of the respondents on the Managerial Skills of School Heads along Conceptual Skills

Indicators	School Heads		Teachers	
	WM	I	WM	I
1. Seek information about my strengths and weaknesses from others as a basis for self-improvement.	4.35	Very Good	4.34	Very Good
2. Share my beliefs and feelings to others.	4.10	Very Good	4.38	Very Good
3. Have a good sense of how to cope with situations that are ambiguous and uncertain.	4.23	Very Good	4.49	Very Good
4. Use effective time-management methods.	4.39	Very Good	4.55	Excellent
5. State clearly and explicitly what the problem is.	4.48	Very Good	4.43	Very Good
6. Unfreeze the thinking by asking lots of questions about the nature of the problem before considering ways to solve it.	4.32	Very Good	4.39	Very Good
7. Try to think about the problem logically and intuitively.	4.35	Very Good	4.33	Very Good
8. Evaluate the merits of an alternative solution to the problem before generating a list of alternatives.	4.06	Very Good	4.18	Very Good
Composite Mean	4.28	Very Good	4.37	Very Good

Legend: CM-Composite Mean; I-Interpretation

The table presented above focuses on the conceptual skills of school heads, as assessed through their self-perceptions. Each indicator is rated with a mean score and associated with a rating ranging from "Very Good." The school heads display a strong inclination toward self-improvement by seeking feedback from others about their strengths and weaknesses. This reflects a proactive approach to personal and professional growth. School heads are rated "Very Good" in terms of self-disclosure, indicating their willingness to share their beliefs and feelings with others. This openness can foster better communication and relationships within the school community. The ability to handle ambiguous and uncertain situations is rated as "Very Good." This skill is essential in the educational context, where unexpected challenges often arise. Effective time management methods, such as tracking time, making to-do lists, and prioritizing tasks, are well-utilized by school heads. This contributes to efficient and organized work practices. School heads excel in defining problems clearly and explicitly before attempting to solve them. This structured approach ensures that issues are fully understood before seeking solutions. A thoughtful approach to problem-solving is evident, as school heads ask questions about the nature of problems before considering solutions. This encourages critical thinking and exploration. School heads are adept at considering problems from both logical and intuitive perspectives, showcasing a balanced approach to decision-making. The practice of generating a list of alternatives before evaluating them is rated as "Very Good." This approach encourages creative problem-solving and avoids premature judgments.

The overall composite mean of 4.28 suggests that school heads, according to their self-perceptions, exhibit very good conceptual skills. This may indicate a high level of competence in critical thinking, problem-solving, and self-awareness. This implies that the school heads demonstrate strong conceptual skills, especially in problem-solving, time management, and self-awareness.

These strengths may contribute to effective decision-making and leadership within the school. The willingness to self-disclose and seek feedback from others implies an open and communicative leadership style. This may foster trust and collaboration among staff and stakeholders. The ability to cope with ambiguity is a valuable trait, given the ever-changing

nature of the educational landscape. School heads are well-prepared to handle unforeseen challenges.

This result was supported by Bali & Alvarez (2013) that the proactive approach to self-improvement suggests that school heads are committed to personal and professional growth. Encouraging and supporting ongoing professional development can enhance their leadership effectiveness. The practice of considering problems from both logical and intuitive perspectives demonstrates a balanced decision-making approach, which can lead to well-rounded solutions.

The teachers' perceptions on the managerial skills of school heads, specifically focusing on their conceptual skills as perceived by teachers, provides valuable insights into their abilities in this dimension. The indicator "Seek information about my strengths and weaknesses from others as a basis for self-improvement" received a mean score of 4.34, indicating that teachers perceive school heads as proactive in seeking feedback for personal growth. This suggests that school heads are open to constructive criticism and willing to enhance their skills, reflecting a commitment to continuous improvement. "Self-disclosing to others (sharing beliefs and feelings)" received a mean score of 4.38, implying that school heads are comfortable with open communication. This skill is vital for building trust and rapport within the school community, promoting transparency and effective leadership. "Having a good sense of how to cope with situations that are ambiguous and uncertain" received a mean score of 4.49, indicating that school heads are adept at navigating complex and uncertain scenarios. This skill is crucial in the ever-changing landscape of education, where adaptability and strategic thinking are paramount. "Using effective time-management methods" received an excellent mean score of 4.55. This suggests that school heads excel in managing their time efficiently, which is essential for prioritizing tasks and maintaining a well-structured educational environment. "Stating clearly and explicitly what the problem is and avoiding attempts to solve it until it has been defined" received a mean score of 4.43, implying that school heads are effective in problem-solving by first understanding and defining the issues at hand. This approach can lead to more targeted and successful solutions.

"Trying to unfreeze thinking by asking lots of questions about the nature of the problem before considering solutions" received a mean score of 4.39. This indicates

that school heads encourage critical thinking by challenging assumptions and exploring problems from various angles, fostering creativity and innovative solutions. "Trying to think about the problem from both logical and intuitive sides of the brain" received a mean score of 4.33, suggesting that school heads employ a balanced approach to problem-solving, incorporating both logical analysis and intuitive insights. "Not evaluating the merits of an alternative solution to the problem before generating a list of alternatives" received a mean score of 4.18, indicating that school heads promote brainstorming and idea generation before settling on a particular solution. This approach encourages creativity and a broader perspective.

The data on conceptual skills implies that school heads are generally perceived by teachers as possessing strong conceptual skills. They exhibit self-awareness, open communication, adaptability, efficient time management, and effective problem-solving abilities. These skills are crucial for effective educational leadership, as they contribute to building a positive

school culture, fostering innovation, and navigating complex challenges.

The finding is parallel to the study of Fisher, Grady & Fraser (2018) that encouraging ongoing feedback from teachers and stakeholders to identify areas for improvement and refine their conceptual skills. Engaging in professional development opportunities that focus on leadership, communication, and problem-solving skills to strengthen their conceptual abilities. Seeking mentorship or peer collaboration to exchange insights and strategies for enhancing conceptual skills. Creating a school environment that values continuous learning and encourages teachers and staff to develop their conceptual skills, fostering a culture of innovation and growth.

Interpersonal and Communication. Table 2C lists the weighted mean and interpretation of the level of managerial skills of school heads as perceived by themselves and teachers along interpersonal and communication.

Table 2C. Perceptions of the respondents on the Managerial Skills of School Heads along Interpersonal and Communication

Indicators	School Heads		Teachers	
	WM	I	WM	I
1. Make sure there are divergent points of view represented or expressed in every complex problem-solving situation.	4.39	Very Good	4.34	Very Good
2. Provide recognition not only to those who come up with creative ideas but also to those who support others' ideas and who provide resources to implement them.	4.48	Very Good	4.46	Very Good
3. Send personal notes to others when they accomplish something significant or when he/she passes along important information to them.	4.45	Very Good	4.13	Very Good
4. Avoid using threats or demands to impose the will on others.	4.40	Very Good	4.59	Excellent
5. Strive to generate new ideas, initiate new activities, and minimize routine tasks in his/her work	4.29	Very Good	4.42	Very Good
6. Know how to establish credibility and influence among team members.	4.68	Excellent	4.54	Excellent
7. Build a common base of agreement in the team before moving forward with task accomplishment	4.52	Excellent	4.47	Very Good
8. Provide all the information that people need to accomplish their tasks.	4.45	Very Good	4.35	Very Good
9. Specify clearly the results I desire.	4.58	Excellent	4.48	Very Good
10. Avoid an upward delegation by asking people to recommend solutions, rather than merely asking for advice or answers, when a problem is encountered.	4.26	Very Good	4.37	Very Good
11. Follows up and maintain accountability for delegated tasks on a regular basis.	4.48	Very Good	4.46	Very Good

Composite Mean	4.45	Very Good	4.42	Very Good
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Legend: CM-Composite Mean; I-Interpretation

The table above focuses on the interpersonal and communication skills of school heads, as assessed through their self-perceptions. Each indicator is rated with a mean score and associated with a rating ranging from "Very Good." School heads ensure that different points of view are considered in complex problem-solving situations. This reflects an inclusive and collaborative approach to decision-making. The school heads are rated "Very Good" in recognizing not only those who generate creative ideas but also those who support and contribute resources to implement ideas. This practice acknowledges the collective effort within the school community. Consistently sending personal notes to acknowledge accomplishments or share important information demonstrates a commitment to interpersonal communication and recognition. School heads refrain from using threats or demands to impose their will on others, indicating a leadership style built on respect and cooperation. Striving to generate new ideas and minimize routine tasks underscores an orientation toward innovation and improvement. The school heads excel in establishing credibility and influence among team members. This exceptional score suggests that they are highly respected and influential leaders. Building a common base of agreement before proceeding with tasks indicates a collaborative leadership approach that values input and agreement among team members. Providing necessary information to help others accomplish their tasks fosters effective communication and teamwork. Specifying desired results clearly demonstrates effective leadership by setting clear expectations for team members. Asking for solutions rather than merely seeking advice or answers from team members when encountering a problem is a proactive approach to delegation and decision-making. Following up and maintaining accountability for delegated tasks reinforces responsible leadership.

The overall composite mean of 4.45 suggests that school heads, according to their self-perceptions, exhibit very good interpersonal and communication skills. This implies that they are effective in building relationships, promoting collaboration, and communicating clearly within the school community. The focus on diverse perspectives, recognition of contributions, and consensus-building practices suggest a collaborative leadership style. This approach can lead to better

decision-making and foster a positive work environment. Regular personal communication and the avoidance of coercion contribute to a positive and respectful communication culture within the school. This can enhance morale and motivation among staff.

The teachers' perspectives on managerial skills of school heads in the domain of interpersonal and communication skills, as perceived by teachers, offers valuable insights into their abilities in this crucial aspect of leadership. "Make sure there are divergent points of view represented or expressed in every complex problem-solving situation" received a mean score of 4.34, indicating that school heads are generally effective at ensuring that diverse opinions are considered in complex problem-solving situations. This skill fosters inclusive decision-making, which is vital for a harmonious school environment. "Try to provide recognition not only to those who come up with creative ideas but also to those who support others' ideas and provide resources to implement them" received a mean score of 4.46. This suggests that school heads acknowledge and reward both idea champions and supporters, fostering a culture of appreciation and collaboration. "Consistently send personal notes to others when they accomplish something significant or pass along important information" received a mean score of 4.13. While the score is good, there is room for improvement in recognizing and communicating achievements, which can boost morale and motivation among staff. "Always avoid using threats or demands to impose the will on others" received an excellent mean score of 4.59. This implies that school heads are skilled at adopting a collaborative and respectful leadership style, which is essential for building trust and a positive school culture. "Consistently strive to generate new ideas, initiate new activities, and minimize routine tasks in their work" received a mean score of 4.42. This suggests that school heads encourage innovation and proactivity among their team members, promoting a dynamic work environment. "Know how to establish credibility and influence among team members" received an excellent mean score of 4.54. This indicates that school heads are proficient at building trust and credibility among their team members, which is essential for effective leadership.

"Build a common base of agreement in the team before moving forward with task accomplishment" received a mean score of 4.47. This suggests that school heads prioritize consensus and shared understanding before embarking on tasks, promoting team cohesion. "Try to provide all the information that people need to accomplish their tasks" received a mean score of 4.35, implying that school heads generally ensure that team members have the necessary information for task completion, which is vital for efficiency. "Specify clearly the results desired" received a mean score of 4.48, indicating that school heads communicate clear expectations to their team members, which is crucial for goal attainment. "Avoid an upward delegation by asking people to recommend solutions when a problem is encountered" received a mean score of 4.37. This suggests that school heads encourage team members to propose solutions when facing challenges, promoting ownership and accountability. "Follow up and maintain accountability for delegated tasks on a regular basis" received a mean score of 4.46. This indicates that school heads are diligent in tracking delegated tasks, ensuring they are completed satisfactorily.

The data implies that school heads generally excel in interpersonal and communication skills, including promoting diverse perspectives, recognizing contributions, adopting an inclusive leadership style, fostering innovation, and building credibility. However,

there is room for improvement in areas such as effective communication of achievements.

The results were supported by Higgins, S., & Hall, E. & Wall, K. & Woolner, P. & McCaughey, C. (2015) that providing more frequent and personalized recognition to teachers and staff to boost morale and motivation. Engaging in training and development programs focused on effective communication, leadership, and consensus-building to refine their skills. Establishing feedback mechanisms to solicit input and opinions from teachers and staff, further promoting inclusivity.

The study of Korir & Kipkemboi (2014) support these results that the orientation toward innovation and minimizing routine tasks indicates a forward-thinking approach. School heads are likely to promote innovative practices and efficient operations. The high rating for credibility and influence implies that school heads are highly regarded by their teams. This can lead to strong team cohesion and effective leadership. The commitment to accountability in task delegation ensures that responsibilities are met, contributing to the overall effectiveness of school operations.

Decision-Making. The weighted mean and interpretation of the level of managerial skills of school heads as perceived by themselves along decision-making are presented in Table 2D.

Table 2D. Perceptions of the respondents on the Managerial Skills of School Heads along Decision-making

Indicators	School Heads		Teachers	
	WM	I	WM	I
1. Define the problem.	4.45	Very Good	4.52	Excellent
2. Establish the criteria.	4.39	Very Good	4.37	Very Good
3. Consider all the alternatives.	4.52	Excellent	4.52	Excellent
4. Identify the best alternative.	4.39	Very Good	4.59	Excellent
5. Develop and implement a plan of action.	4.39	Very Good	4.45	Very Good
6. Evaluate and monitor the solution and feedback when necessary.	4.45	Very Good	4.47	Very Good
7. Encourage open discussions with the teachers.	4.55	Excellent	4.55	Excellent
8. Seek advice from a mentor.	4.45	Very Good	4.55	Excellent
Composite Mean	4.45	Very Good	4.50	Excellent

Legend: CM-Composite Mean; I-Interpretation

The table above focuses on school heads' problem-solving skills, as assessed through their self-perceptions. Each indicator is rated with a mean score and associated with a rating ranging from "Very Good" to "Excellent." School heads are rated "Very Good" at defining problems. This skill is fundamental to effective problem-solving as it sets the stage for identifying solutions. Establishing criteria for evaluating potential solutions is another crucial step in the problem-solving process. The "Very Good" rating indicates competence in this area. School heads excel in considering multiple alternatives when solving problems. This high rating suggests a robust decision-making process that explores a variety of options. While they consider many alternatives, the rating indicates that school heads are "Very Good" at identifying the best course of action among those options. The ability to create and execute a plan of action is crucial for problem-solving. School heads are rated "Very Good" in this regard. Continuous evaluation and feedback are essential for assessing the effectiveness of a solution. The "Very Good" rating indicates a commitment to this aspect of problem-solving. Encouraging open discussions with teachers is a critical leadership skill. The "Excellent" rating suggests that school heads excel in fostering open and constructive communication. Seeking advice from a mentor is a proactive step in problem-solving and professional growth. The "Very Good" rating implies that school heads are effective in this regard.

The overall composite mean of 4.45 indicates that school heads, according to their self-perceptions, possess very good problem-solving skills. This implies that they are well-equipped to address challenges and make informed decisions within the school context. The high ratings for problem definition, considering alternatives, and open discussions suggest that school heads are effective problem solvers. This can lead to timely and well-considered decisions within the school. The emphasis on open discussions and seeking advice from mentors underscores a commitment to effective communication and collaboration. This can contribute to a positive and supportive school culture. The focus on solution evaluation and monitoring reflects a commitment to continuous improvement. School heads are likely to adapt and refine their approaches based on feedback and outcomes.

The teachers' perceptions regarding the managerial skills of school heads in the domain of decision-making, as perceived by teachers, reveals highly positive

feedback and indicates strong decision-making abilities among school leaders. "Define the problem" received an excellent mean score of 4.52. This indicates that school heads excel in articulating and understanding the issues or challenges at hand. A clear problem definition is essential for effective decision-making. "Establish the criteria" received a very good mean score of 4.37. While not as high as some other indicators, it still suggests that school heads are generally effective at setting clear criteria to evaluate potential solutions. This skill aids in objective decision-making. "Consider all the alternatives" received an excellent mean score of 4.52. This implies that school heads are skilled at thoroughly exploring various options before making decisions, which is a hallmark of robust decision-making. "Identify the best alternative" received an excellent mean score of 4.59. This indicates that school heads excel in selecting the most suitable solutions among the alternatives considered. Effective decision-makers can pinpoint the optimal course of action. "Develop and implement a plan of action" received a very good mean score of 4.45. This suggests that school heads are generally proficient at devising and executing plans to address identified issues. An effective plan is vital for translating decisions into action.

"Evaluate and monitor the solution and feedback when necessary" received a very good mean score of 4.47. This implies that school heads are diligent in assessing the outcomes of their decisions and making adjustments when required. Continuous evaluation ensures that decisions remain effective over time. "Encourage open discussions with the teachers" received an excellent mean score of 4.55. This indicates that school heads actively promote a culture of open dialogue and collaboration with teachers, which is conducive to informed decision-making. "Seek advice from a mentor" also received an excellent mean score of 4.55. This suggests that school heads are open to seeking guidance and insights from experienced mentors, which can enhance their decision-making capabilities.

The data reflects highly favorable perceptions of school heads' decision-making skills among teachers. School leaders appear to excel in defining problems, considering alternatives, identifying optimal solutions, and encouraging open discussions. To raise the rating in this area, school leaders could work on making the criteria for decision-making even more transparent and aligned with the school's mission and goals. Karande, S. & Kulkarni, M. (2015) that To further improve in this

aspect, school heads might invest in training or workshops on effective planning and implementation strategies. By fostering an environment of open communication and continuous learning, school leaders can continue to excel in this crucial aspect of their roles, ensuring positive outcomes for their schools and students.

The results were supported by Davion (2017) that Seeking advice from mentors indicates a recognition of the value of learning from experienced colleagues. This can contribute to ongoing professional growth and development. In conclusion, the data suggests that

school heads possess strong problem-solving skills, emphasizing effective communication, collaboration, and a commitment to continuous improvement. These skills are vital for addressing challenges, making informed decisions, and fostering a positive school environment that promotes both teacher and student success.

Diagnostic and Analytical. Table 2E contained the weighted mean and interpretation of the level of managerial skills of school heads as perceived by themselves along diagnostic and analytical.

Table 2E. Perceptions of the respondents on the Managerial Skills of School Heads along Diagnostic and Analytical

Indicators	School Heads		Teachers	
	WM	I	WM	I
1. Ask whether a piece of information is a fact or an opinion	4.23	Very Good	4.45	Very Good
2. Break problems down to understand the reasoning behind them.	4.39	Very Good	4.41	Very Good
3. Draw conclusions from data, rather than a gut feeling.	4.42	Very Good	4.43	Very Good
4. Make intentional, rational, and goal-oriented decisions.	4.45	Very Good	4.44	Very Good
5. Collect and analyze information.	4.40	Very Good	4.49	Very Good
6. Investigate a problem and find the ideal solution in a timely, efficient manner.	4.35	Very Good	4.43	Very Good
7. Examine a large volume of data and identify trends in that data.	4.35	Very Good	4.29	Very Good
8. Evaluate information and then make a decision based on my findings.	4.35	Very Good	4.48	Very Good
Composite Mean	4.37	Very Good	4.43	Very Good

Legend: CM-Composite Mean; I-Interpretation

The table above focuses on school heads' analytical and diagnostic, as assessed through their self-perceptions. Each indicator is rated with a mean score and associated with a rating ranging from "Very Good." School heads are rated "Very Good" at questioning whether a piece of information is a fact or an opinion. This skill is essential for critical thinking and discerning the accuracy of information. Breaking down problems to understand their underlying reasoning is a crucial analytical skill. The "Very Good" rating suggests school heads are adept at dissecting complex issues. Drawing conclusions from data rather than relying on gut feelings is an important aspect of making informed decisions. The "Very Good" rating indicates a commitment to data-driven decision-

making. Making intentional, rational, and goal-oriented decisions is fundamental to effective leadership. The "Very Good" rating implies that school heads prioritize aligning decisions with established goals. The ability to collect and analyze information is essential for informed decision-making. The "Very Good" rating suggests proficiency in this key skill. Efficiently investigating problems and finding optimal solutions reflects a commitment to effective leadership. The "Very Good" rating indicates that school heads are resourceful problem solvers. Analyzing a large volume of data to identify trends is crucial for evidence-based decision-making. The "Very Good" rating underscores proficiency in this analytical aspect. The ability to

evaluate information and base decisions on findings is a core competency. The "Very Good" rating highlights a commitment to thorough evaluation.

The overall composite mean of 4.37 indicates that school heads, according to their self-perceptions, possess very good analytical and decision-making skills. This implies that the high ratings for questioning information, problem decomposition, and data-driven conclusions suggest that school heads are critical thinkers. This is essential for assessing situations objectively. The emphasis on data collection, analysis, and trend identification signifies a commitment to data-informed leadership. This approach can lead to more effective strategies and initiatives within the school.

It was supported by Eric (2015) that Efficient problem-solving is crucial for addressing challenges promptly. The "Very Good" rating in this area indicates a capacity for resolving issues in a timely manner. The focus on goal-oriented decisions suggests that school heads prioritize aligning their choices with the school's mission and objectives. This can contribute to a unified and purpose-driven school environment. The data suggests that school heads possess strong analytical and decision-making skills, emphasizing critical thinking, data-informed leadership, and goal alignment. These skills are vital for addressing complex challenges, making informed decisions, and fostering a school culture that values evidence-based practices and efficiency.

The teachers' perceptions of school heads' diagnostic and analytic skills indicates that teachers generally view school heads as possessing strong abilities in these areas, which is important for effective school leadership and decision-making. "Question whether a piece of information is a fact or an opinion" received a very good mean score of 4.45. This implies that teachers believe school heads are skilled at critically assessing information, differentiating between facts and opinions, which is crucial for making informed decisions. "Break problems down to understand the reasoning behind them" also received a very good mean score of 4.41. This suggests that teachers perceive school heads as competent in dissecting complex issues, comprehending the underlying causes, and identifying areas that require solutions. "Draw conclusions from data, rather than a gut feeling" received a very good mean score of 4.43. This indicates that teachers believe school heads tend to base their decisions on data and evidence, aligning with

best practices in educational leadership. "Make intentional, rational, and goal-oriented decisions" received a very good mean score of 4.44. This highlights that teachers perceive school heads as being mindful of their objectives and making decisions that are aligned with the school's goals and mission.

"Have the ability to collect and analyze information" received a very good mean score of 4.49. This implies that teachers view school heads as proficient in gathering and analyzing information, especially that which is relevant to the school's functioning. "Have the ability to investigate a problem and find the ideal solution in a timely, efficient manner" received a very good mean score of 4.43. This suggests that teachers believe school heads are adept at addressing issues efficiently, which is crucial in maintaining a productive and positive school environment. "Examine a large volume of data and identify trends in that data" received a very good mean score of 4.29. Although slightly lower than some other indicators, it still implies that teachers perceive school heads as capable of working with data to identify trends and patterns. "Evaluate information and then make a decision based on my findings" received a very good mean score of 4.48. This indicates that teachers believe school heads make decisions after thorough evaluation, ensuring that choices are well-informed and data-driven.

The results imply that teachers' perceptions of school heads as possessing strong diagnostic and analytic skills are essential for effective school leadership. School heads who excel in these areas are more likely to lead schools that make informed decisions, efficiently solve problems, and create a conducive learning environment. School heads should continually seek and utilize relevant data to inform their decision-making processes, ensuring that decisions are well-founded. Participate in professional development opportunities focused on data analysis, problem-solving, and decision-making to refine their skills further.

The results supported by the study of Koca (2016) that the data suggests that teachers perceive school heads as possessing strong diagnostic and analytic skills, which are fundamental for effective school leadership. By embracing data-driven approaches and ongoing professional development, school heads can continue to enhance their capacity for informed decision-making and effective school management.

2. Difference between the perceptions of the two groups of respondents on the school heads' managerial skills

Table 3 contains the statistical bases and statistical analyses of the difference between the perceptions

school heads and teachers on the managerial skills along technical, conceptual, interpersonal and communication decision-making, and diagnostic and analytical. The Mann-Whitney U test was used for the data analysis.

Table 3. Difference between Perception of School heads and Teachers on the school heads' managerial skills

Statistical Bases	Technical	Conceptual	Interpersonal and Communication	Decision-making	Diagnostic and Analytical
P<0.05					
Level of Significance	0.05	0.05	0.05	0.05	0.05
U-Critical Value	23	13	30	13	13
U-Computed Value	45	18.5	54	17.5	12.5
Conclusion	NS	NS	NS	NS	S

Legend: Using Mann Whitney U test; S-Significant; NS-Not Significant

The table 3 data provided outlines the statistical test results comparing the perception of school heads and teachers regarding the managerial skills of school heads along various variables. P-value or level of significance, critical value, and computed value are provided for each variable tested, and the decision (accept or reject) is also indicated.

The statistical analysis provided seems to be based on the Mann Whitney U test, which is a non-parametric test used to compare two independent groups. The factors being compared are the perceptions of school heads and teachers regarding the school heads' managerial skills across various dimensions: Technical, Conceptual, Interpersonal and Communication, Decision-making, and Diagnostic and Analytical. The results suggest that there are significant differences in the perceptions between the two groups in the dimension of Diagnostic and Analytical skills.

The Mann Whitney U test results indicate that there is a significant difference in the perceptions of school heads and teachers regarding Diagnostic and Analytical skills. The computed value (12.5) is less than the critical value (13), indicating statistical significance at the 0.05 level of significance. This implies that school heads and teachers have divergent views on the effectiveness of school heads in the realm of Diagnostic and Analytical skill.

A significant difference in perceptions regarding diagnostic and analytical skills may indicate unclear

goals, action steps, and evaluation methods towards school management. Effective data driven plan is crucial for successful school management. Divergent perceptions may suggest challenges in analyzing relevant data. Avoiding biases and preconceiving notions will be helpful in analyzing the data objectively. Addressing this disparity could lead to improved action steps, evaluation methods and clear goals for school heads and teachers, positively impacting the school's overall performance. Identifying specific areas of divergence, such as diagnostic and analytical skill, provides an opportunity for targeted professional development. School heads and teachers can engage in training programs or workshops to enhance these skills, fostering a more cohesive and diagnostic and analytical skill.

The results were supported by Korir & Kipkemboi (2014) that Understanding these differences can also lead to targeted professional development opportunities to bridge any gaps in skills or perception. It is important for both school heads and teachers to have a shared understanding and alignment when it comes to key aspects of school leadership, as it can contribute to a more cohesive and effective educational environment.

IV. CONCLUSION AND RECOMMENDATIONS

This study concluded that the managerial skills of school heads as perceived by themselves and their teachers are very good along technical, conceptual, interpersonal and communication, and diagnostic and analytical while in decision making skill is excellent. The school heads and

teachers significantly differ in their perceptions on the level of managerial skills of school heads along diagnostic and analytical skill.

It was recommended that the school heads may attend leadership and communication training programs to sustain and enhance their managerial skills in order to empower them to lead their schools more effectively. Also, the school heads and teachers may continuously improve their relationships through constant meetings and dialogues so as to reconcile differences in their perceptions.

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