

Variety of School Heads Skills and Teachers' Efficiency of Towards Work

Josie S. Malanog

Abstract. Effective school leadership was pivotal in nurturing a positive learning environment and promoting student success, encompassing communication, relationship-building, and conflict-resolution skills. However, a global deficiency in structured leadership development programs and support for school administrators hampers educational quality and teacher effectiveness. This research utilized a quantitative, non-experimental design to investigate the relationship between school principals' skills and teacher efficiency, emphasizing impartial data analysis. The study involved eleven (11) school principals and ninety (90) teachers in Davao City, highlighting the significance of communication, empathy, and conflict resolution for principals and content delivery and classroom management for teachers. Results demonstrated a positive correlation between principals' skills and teacher performance, underscoring the impact of effective leadership on teacher motivation and instructional practices. Skills such as effective communication and conflict resolution positively influence teacher efficiency, creating a supportive work environment. The regression model further confirmed these findings. In conclusion, investing in leadership development programs for school principals, ongoing professional development for teachers, promoting collaboration, and regular assessments were crucial strategies to enhance educational institutions and promote a culture of learning and improvement within the school community, ultimately benefiting students and their academic outcomes.

KEY WORDS

1. Variety of school heads skills
2. teachers' efficiency
3. effective communication

Date Received: January 05, 2025 — Date Reviewed: February 15, 2025 — Date Published: March 15, 2025

1. Introduction

The entire management of a school is the responsibility of the school's principal. Effective school leaders have various human skills in addition to directing academic programs and maintaining compliance with educational regulations. These abilities include successfully communicating with students, teachers, and parents, developing strong relationships, settling issues, motivating staff and students, and cultivating a collaborative and inclusive school culture. Strong people skills are crucial for school leaders to create a happy and supportive learning environment that fosters student success. There is a scarcity of structured and effective leadership development programs for educational administrators. Many school principals worldwide lack the qualifications and abilities to properly lead and manage educational institutions, mak-

ing it difficult to provide a conducive learning environment. Furthermore, teachers' efficiency and effectiveness suffer when they do not give appropriate support, mentoring, or professional development opportunities. This lack of skill development and assistance for school leaders and teachers impedes overall educational quality (UNESCO, 2017). Having a diverse range of skills is crucial for effective school leadership. Research suggests that school leaders who undergo regular training and professional development can lead their schools effectively and facilitate positive student outcomes (Ngidi, 2018; Munyofu Wambua, 2017). Additionally, strong interpersonal skills such as effective communication, building connections, and resolving conflicts have been linked to higher levels of teacher job satisfaction and improved student performance (Karakose, 2020; Kivilu, 2016). There is a growing acknowledgment of the significance of diverse skills for school heads in the Philippines. Research indicates that effective leadership is vital in enhancing the country's education quality (Loyola, 2018). However, many school heads lack the necessary training and assistance to lead their schools effectively (Sarmiento Gamboa, 2019). Moreover, insufficient interpersonal abilities among school heads have been associated with low teacher morale and an unfavorable school environment (Dalisay Bragais, 2017). Therefore, there is a need for increased investment in enhancing the range of skills for school heads to foster a positive and efficient school culture that promotes student achievement. Research conducted by Palconit and Galamiton (2018) in the Davao Region revealed that numerous school heads in the area faced a shortage of adequate training and support to lead their schools effectively. The study also highlighted the need for school heads to enhance their abilities, particularly in communication and collaboration, to foster a positive school culture. Another study by Alcuizar et al. (2020) emphasized the significance of school heads' understanding and utilization of educational technology. In Davao City, there are still significant gaps in the variety of skills school heads possess and teachers' effectiveness in their roles. According to a study conducted by Badiang and Balbuena (2017), school heads must receive training in instructional leadership, as many lack the necessary knowledge and skills related to curriculum and instruction. Additionally, a study by Basilaia et al. (2020) identified a deficiency in the work efficiency of teachers, particularly in their ability to perform well in instructional classes due to multiple auxiliary responsibilities. Both studies highlight the importance of providing more support and resources to school heads to enhance teachers' work efficiency and improve students' educational outcomes.

2. Methodology

This chapter presents the research design, research respondents, data-gathering procedure, and the statistical treatment of the data.

2.1. Research Design—The study adopted a quantitative, descriptive, non-experimental design using the descriptive-predictive-correlational technique, which was deemed fit for determining the significant relationship between a variety of school heads' skills and teachers' efficiency in their work. The researcher used the quantitative descriptive-correlational technique to achieve the study's objectives and gather data ideas, facts, and information related to the study. A research design, a research strategy, was a plan to answer questions (McCombes, 2019). The framework includes the methods and procedures to collect,

analyze, and interpret data. In other words, the research design describes how the researcher would investigate the central problem of the research, which is thus part of the research proposal. Bhandari (2020) defined quantitative research as a research strategy that focuses on quantifying the collection and analysis of data. It was formed from a deductive approach where the emphasis was placed on testing theory, shaped by empiricist and positivist philosophies. At the same time, non-experimental research lacked the manipulation of an independent variable. Rather than manipulating an independent variable, researchers conducting non-experimental research measure variables as they naturally occur in the real world. This research utilized a correlational technique. It used data analysis to show the relationship (positive or negative correlation) between a variety of school head skills and teachers' efficiency in their work, providing new insights and views about the relationship between the two variables (Carlson, 2017) explained that correlational research was non-experimental research that measures the statistical connectedness between two uncontrollable variables.

2.2. *Research Respondents*—The study's respondents were the 11 school heads and 90

2.4. *Data Gathering Procedure*—The researcher runs a survey using the reproduced validated instrument to gather the needed data. All validated data-gathering instruments shall be submitted to the Office of the Dean of Graduate School of Rizal Memorial Colleges for endorsement to the Schools Division Superintendent of the Division of Davao City. After seeking approval from the Office, the researcher asked the

2.5. *Data Analysis*—The following statistical tools were to be utilized to analyze and interpret data: Mean. This statistical tool was

teachers of secondary public schools of cluster 4, Division of Davao City. School Managers in the survey were responsible for the administration and management of their respective schools. These individuals were typically the top decision-makers in their schools and responsible for overseeing the implementation of policies, programs, and initiatives that affect the students, teachers, and staff in their schools. On the other hand, these teachers were selected because they were at the forefront of delivering instruction and directly impacting student learning.

2.3. *Research Instrument*—For data elicitation purposes, the researcher crafted a survey instrument completed by school heads and teachers as respondents. This was utilized to obtain data that substantiated the study's independent and dependent variables, the variety of school heads' skills, and teachers' efficiency in their work. The reliability of the new scale obtained Cronbach's alpha value of 0.817, which was interpreted as excellent, indicating high reliability and consistency among the items. The instrument was a survey form containing five statements for each indicator. It adopts a five-point scale and was hereunder given specific details:

Public School District Supervisor of Cluster 4 for permission to distribute the survey forms to the teacher respondents. During the dissemination process, the researcher explicitly instructs respondents on how to complete the survey material and explains specific points of the survey that need clarification. After retrieving the completed survey forms, the researcher processes, organizes, analyzes, and interprets the data.

used to determine the extent variety of school heads skills and teachers' efficiency towards their work. Pearson Moment Coefficient Cor-

Scale on Respondents’ Perceptions of School Heads’ Skills and Teachers’ Efficiency

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very High	The respondents’ perception of the variety of school heads’ skills and teachers’ efficiency towards their work is always observed.
3.50 – 4.10	High	The respondents’ perceptions of the variety of school heads’ skills and teachers’ efficiency in their work are often observed.
2.70 – 3.40	Average	The respondents’ perceptions of the variety of school heads’ skills and teachers’ efficiency in their work are sometimes observed.
1.80 – 2.60	Low	The respondents’ perceptions of the variety of school heads’ skills and teachers’ efficiency in their work are seldom observed.
0 – 0.79	Very Low	The respondents’ perceptions of the variety of school heads’ skills and teachers’ efficiency in their work are never observed.

relation. This statistical tool was used to determine the significant relationship between a variety of school heads’ skills and teachers’ efficiency towards their work. Linear regression

analysis. This was used to determine which indicators of the variety of school heads’ skills significantly influence teachers’ efficiency towards their work.

3. Results and Discussion

This chapter focuses on the findings and data analysis derived from the research study. To address the issues raised in Chapter 1, the collected data was analyzed using appropriate statistical methods. Information regarding the variety of school heads’ skills and teachers’ efficacy towards work is presented and explained. Furthermore, the data concerning significant correlations, the effects of predictor variables, and the most suitable model for the study are examined, interpreted, and discussed.

Level of Variety of School Heads’ Skills Table 1 presents the variety of school heads’ skills, as measured by indicators such as effective communication, empathy, and conflict resolution. The table also provides the standard deviation (SD), mean, and descriptive level for each indi-

cator. Effective communication is an essential skill for school heads as they need to convey information clearly and effectively to various stakeholders, including teachers, students, parents, and the community. The mean score for effective communication in Table 1 is 4.49, in-

dicating a very high level of this skill among school heads. The low standard deviation of 0.87 suggests that the responses were relatively consistent, further supporting the conclusion of a high level of effective communication skills among school heads. Leithwood, Harris, and Hopkins (2008) stated that effective communication by school leaders positively influences student achievement and enhances the overall functioning of the school. School heads who excel in communication skills can establish strong relationships with teachers, students, parents, and the community, fostering collaboration and creating a supportive learning environment. Empathy is another critical skill for school heads as it allows them to understand and respond to the needs and emotions of individuals within the school community. The mean score for empathy in Table 1 is 4.38, indicating a very high level of this skill. The standard deviation of 0.79 suggests that the responses were relatively consistent, further reinforcing the conclusion of a high level of empathy among school heads. A study by Klassen, Durksen, and Patterson (2011) found that school leaders who demonstrate empathy create a more positive work environment for teachers, increasing teacher motivation and engagement. Conflict resolution is an important skill for school heads as they often need to address conflicts among staff, students, and parents fairly and constructively. The mean score for conflict resolution in Table 1 is 4.45, indicating a very high level of this skill among

school heads. The standard deviation of 0.90 suggests that the responses varied slightly more than the other indicators. However, the overall high mean score still points to a strong level of conflict resolution skills among school heads. The overall mean score for all the indicators in Table 1 is 4.44, which is considered very high. This suggests that, on average, school heads possess diverse skills, including effective communication, empathy, and conflict resolution. The consistency in the high mean scores across the indicators and the relatively low standard deviations provides further evidence for the overall high level of skills among school heads. A study by Styles and Lawler (1996) emphasized the importance of conflict resolution skills for school leaders. It highlighted that skillful conflict management improves teacher morale, increased productivity, and enhanced student outcomes. In conclusion, Table 1 demonstrates that school heads exhibit a very high level of skills in effective communication, empathy, and conflict resolution. These skills are crucial for their role in managing and leading a school community effectively. The high mean scores and low standard deviations indicate a strong consistency in responses, highlighting the general proficiency of school heads in these areas. School heads' ability to communicate effectively, demonstrate empathy, and resolve conflicts contributes to creating a positive and supportive environment, benefiting students, teachers, and parents alike.

Table 1. The Level of Variety of School Heads' Skills

Indicators	SD	Mean	Descriptive Level
Effective Communication	0.87	4.49	Very High
Empathy	0.79	4.38	Very High
Conflict Resolution	0.90	4.45	Very High
Overall Mean	0.501	4.44	Very High

Level of Teachers' Efficiency Towards Their Work Table 2 presents teachers' efficiency towards their work, as measured by indicators such as content delivery, classroom management, and immediacy. The table also provides the standard deviation (SD), mean, and descriptive level for each indicator. Content delivery is an important indicator of teachers' efficiency as it reflects their ability to effectively deliver subject matter to students. The mean score for content delivery in Table 2 is 4.43, indicating a very high level of efficiency in this area among teachers. The low standard deviation of 0.87 suggests that the responses were relatively consistent, further supporting the conclusion of a high level of content delivery skills among teachers. This finding aligns with research that emphasizes the significance of effective content delivery in promoting student learning outcomes. For example, a study by Hattie (2009) found that skilled content delivery positively impacts student achievement. Classroom management is another crucial aspect of teachers' efficiency as it pertains to creating a conducive learning environment and maintaining discipline. The mean score for classroom management in Table 2 is 4.36, indicating a very high level of efficiency in this area. The low standard deviation of 0.76 suggests a relatively consistent response pattern, further reinforcing the conclusion of strong classroom management skills among teachers. Research supports the importance of effective classroom management, as it is associated with improved student behavior, engagement, and academic achievement. For instance, a study by Marzano and Marzano (2003) highlighted the positive impact of effective classroom management strategies on student learning outcomes. Immediacy, which refers to the teacher's ability

to create a warm and approachable atmosphere, is another indicator of teachers' efficiency. The mean score for immediacy in Table 2 is 3.23, indicating an average level of efficiency in this area. The standard deviation of 0.67 suggests some variability in the responses compared to the other indicators. Research has shown that teacher immediacy positively influences student motivation, engagement, and classroom climate. For example, a study by Gorham (1988) found that high teacher immediacy is associated with increased student participation and satisfaction. The overall mean score for all the indicators in Table 2 is 4.01, which is considered high. This suggests that, on average, teachers exhibit a high level of efficiency in content delivery and classroom management. While immediacy scored slightly lower, it still falls within the average range. The relatively low standard deviation of 0.77 indicates a consistent pattern of responses, further supporting the conclusion of a high overall level of teachers' efficiency. In conclusion, Table 2 demonstrates that teachers exhibit a high level of efficiency in content delivery and classroom management. These skills are crucial for creating an effective learning environment and promoting student achievement. While the level of immediacy may be average, it still reflects teachers' ability to establish positive relationships with students. The consistently high mean scores and relatively low standard deviations across the indicators indicate a strong level of efficiency among teachers. The findings highlight the importance of ongoing professional development in content delivery, classroom management, and building teacher immediacy to enhance teachers' effectiveness in the classroom further.

Significance of the Relationship Between Variety of School Heads' Skills and Teachers' Efficiency Towards Their Work

Table 3 presents the significance of the relationship between the variety of school heads' skills and teachers' efficiency towards their

Table 2. Level of Teachers’ Efficiency Towards Their Work

Indicators	SD	Mean	Descriptive Level
Content Delivery	0.87	4.43	Very High
Classroom Management	0.76	4.36	Very High
Immediacy	0.67	3.23	Average
Overall Mean	0.77	4.01	High

work. The table displays the correlation coefficient (r), p-value, decision on the null hypothesis (Ho) at a 0.05 significance level, and the interpretation of the results. The correlation coefficient between the variety of school heads’ skills and teachers’ efficiency towards their work is 0.620. This coefficient indicates a moderate positive correlation between these variables. The p-value associated with this correlation is 0.000, less than the predetermined significance level of 0.05. Therefore, the null hypothesis is rejected, which assumes no significant correlation between the variables. The results suggest a significant positive correlation between the variety of school heads’ skills and teachers’ efficiency in their work. This finding is consistent with previous research that has highlighted the importance of effective leadership in enhancing

teacher performance and job satisfaction. For example, a study by Leithwood, Louis, Anderson, and Wahlstrom (2004) found that school leadership significantly influences teacher motivation, commitment, and instructional practices. The significant moderate correlation observed in Table 3 indicates that school heads’ skills, such as effective communication, empathy, and conflict resolution, positively impact teachers’ efficiency. When school heads possess a diverse range of skills and are adept at utilizing them, it creates a conducive work environment and promotes effective teaching practices. School heads who demonstrate strong leadership qualities and provide support to teachers contribute to their professional growth and job satisfaction, ultimately leading to increased efficiency in their work.

Table 3. Significance on the Relationship Between Variety of School Heads’ Skills and Teachers’ Efficiency Towards Their Work

Variables	Teachers’ Efficiency Towards Their Work			Interpretation
	r	p-value	Decision on H₀ @ 0.05 Level	
Variety of School Heads’ Skills	0.620	0.000	Reject H ₀	Significant moderate correlation

In conclusion, Table 3 demonstrates a significant moderate correlation between the variety

of school heads’ skills and teachers’ efficiency towards their work. The findings suggest that

school heads' skills positively influence teachers' efficiency, emphasizing the importance of effective leadership in the educational context. This highlights the need for school leaders to continually develop and refine their skills to create a positive work environment that supports and enhances teacher effectiveness.

Significant Influence of the Indicators of Variety of School Head' Skills on Teachers' Efficiency Towards Their Work

Table 4 presents the results of a regression analysis examining the significant influence of the indicators of a variety of school heads' skills on teachers' efficiency towards their work. The table displays the unstandardized coefficients, standardized coefficients (Beta), t-values, significance levels (p-values) for each indicator, and the constant term. The regression analysis reveals several significant findings. Firstly, the constant term has a coefficient of 2.114, with a standard error of 0.241 and a t-value of 8.456, resulting in a highly significant p-value of 0.000. This indicates that even without considering the specific indicators of school heads' skills, there is a significant influence on teachers' efficiency. Moreover, the indicators of effective communication, empathy, and conflict resolution also significantly influence teachers' efficiency in their work. Effective communication has a coefficient of 0.315, a standard error of 0.065, a

Beta value of 0.309, and a t-value of 3.468, with a highly significant p-value of 0.000. Similarly, empathy has a coefficient of 0.324, a standard error of 0.069, a Beta value of 0.311, and a t-value of 3.456, with a significant p-value of 0.001. Conflict resolution has a coefficient of 0.186, a standard error of 0.046, a Beta value of 0.271, and a t-value of 3.423, with a significant p-value of 0.001. The overall model's goodness of fit is indicated by the R-squared value of 0.384, suggesting that the variety of school heads' skills explains approximately 38.4 of the variance in teachers' efficiency towards their work. The F-value of 21.256, with a significant p-value of 0.000, further confirms the overall significance of the regression model. In conclusion, the regression analysis in Table 4 demonstrates the significant influence of the indicators of a variety of school heads' skills, namely effective communication, empathy, and conflict resolution, on teachers' efficiency towards their work. These findings emphasize the importance of these skills in promoting a productive and effective work environment for teachers. The high significance levels and the explained variance indicate a meaningful relationship between school heads' skills and teachers' efficiency. These results support the need for school leaders to develop and enhance these skills to impact teacher performance and job satisfaction positively.

The given prediction model represents a linear regression equation that predicts the Teachers' Efficiency Towards their Work (TETW) based on the independent variables of Effective Communication (EC), Empathy (E), and Conflict Resolution (CR). The equation is rep-

resented as $Y = + 1 + 2 + \dots + n +$, where Y represents TETW, represents the constant term, represents the coefficients, represents the independent variables, and represents the random error term.

4. Conclusions and Recommendations

This chapter presents the conclusions and recommendations made under the findings. This was based on the data presented, examined, and interpreted in Chapter 3. The research focused on whether there was a link between the variety of school heads' skills and teachers' efficiency at work.

Table 4. Regression Analysis on the Significant Influence of the Indicators of Variety of School Heads’ Skills on Teachers’ Efficiency Towards Their Work

Variety of School Heads’ Skills	B	Std. Error	Beta	t	Sig.	Decision on H ₀	Interpretation
Constant	2.114	0.241	–	8.456	0.000	Reject H ₀	(Significant)
Effective Communication	0.315	0.065	0.309	3.468	0.000	Reject H ₀	(Significant)
Empathy	0.324	0.069	0.311	3.456	0.001	Reject H ₀	(Significant)
Conflict Resolution	0.186	0.046	0.271	3.423	0.001	Reject H ₀	(Significant)

Model Summary:

R = 0.620, R² = 0.384, F-value = 21.256, p-value = 0.000

4.1. *Findings*—Based on the foregoing findings, the researcher has drawn the following conclusions: School heads possess high skills in effective communication, empathy, and conflict resolution. These skills are essential for establishing strong relationships, creating a positive work environment, and promoting collaboration within the school community. Teachers exhibit high efficiency in content delivery and classroom management, which is crucial for promoting student learning outcomes. Although the level of immediacy was average, it still reflects teachers’ ability to establish positive relationships with students. The findings highlight the importance of ongoing professional development to enhance teacher effectiveness.

4.2. *Conclusions*—There was a significant positive correlation between the variety of school heads’ skills and teachers’ efficiency towards their work. This highlights the impact of effective leadership on teacher performance and job satisfaction. School heads’ skills, such as effective communication, empathy, and con-

flict resolution, positively influence teachers’ efficiency, fostering a supportive work environment and promoting effective teaching practices. These findings align with previous research emphasizing the significance of strong leadership in enhancing teacher motivation, commitment, and instructional practices. The significant coefficients and beta values for effective communication, empathy, and conflict resolution highlight their significant impact on teachers’ efficiency. These skills create a positive work environment and foster professional growth among teachers. The regression model’s goodness of fit statistics further validates the overall significance and explained variance, emphasizing the importance of school heads’ skills in promoting teacher performance and job satisfaction.

4.3. *Recommendations*—Based on the above conclusions, the following were highly recommended. Invest In Leadership Development Programs Educational institutions need to invest in leadership development programs. Recognizing the high level of skills school

heads possess in effective communication, empathy, and conflict resolution; these programs should further enhance these skills, providing school heads with the necessary tools and strategies to effectively communicate, empathize, and resolve conflicts within the school community. By developing these leadership competencies, school heads can foster a positive work environment and strengthen relationships with teachers, students, parents, and the wider community. Provide Ongoing Professional Development For Teachers Teachers demonstrate high efficiency in content delivery and classroom management; ongoing professional development is still crucial to enhance their effectiveness. Schools should allocate resources and time for continuous training and support for teachers in these areas. Content delivery workshops can focus on innovative teaching strategies, incorporating technology and differentiation techniques to cater to diverse student needs. Classroom management training can provide teachers with skills to effectively maintain discipline, manage student behavior, and create a conducive learning environment. Additionally, workshops on building teacher immediacy can help teachers establish positive and engaging relationships with students.

Foster Collaboration Between School Heads And Teachers Given the significant positive correlation between school heads' skills and teachers' efficiency, fostering cooperation between

school heads and teachers is essential. Regular communication channels, such as staff meetings, professional learning communities, and mentoring programs, can facilitate open dialogue and the exchange of ideas. School heads can leverage effective communication and empathy skills to create a supportive environment that encourages collaboration, shared decision-making, and professional growth. By working together, school heads and teachers can enhance the overall efficiency and effectiveness of the school.

Conduct Regular Assessments And Feedback To ensure continuous improvement and accountability, conducting regular assessments and providing feedback to school heads and teachers is important. This can include performance evaluations, classroom observations, and surveys to gauge the effectiveness of their skills and practices. Feedback should be constructive, highlighting areas of strength and areas for improvement. School heads can use this feedback to refine their leadership skills and support teachers in their professional development. Likewise, teachers can benefit from feedback to further enhance their content delivery, classroom management, and immediacy skills. Continuous assessment and feedback mechanisms create a culture of learning and improvement, fostering a positive and productive work environment.

5. References

- Adhiambo, R. A., & Enose, M. W. S. (2011). Assessment of conflict management and resolution in public secondary schools in kenya: A case study of nyakach district. *Educational Research*, 2(4), 1074–1088.
- Alcuizar, M. F. P., Fernandez, C. A., & Arroyo, G. M. (2020). The current status of educational technology integration in davao region schools. *Research in Educational Technology*, 2(2), 74–85.
- Anthony, J. (2023). Importance of learning experience and how it impacts learner engagement. <https://financesonline.com/importance-of-learning-experience/#:~:text=>

- Fundamentally collaborative learning experience empowers , better ideas to spring up
- Badiang, M. L. V., & Balbuena, F. T. (2017). Competency and training needs of public elementary school heads in davao city, philippines. *Journal of Educational Research and Practice*, 7(2), 1–13.
- Bano, H., Ashraf, S., & Zia, S. (2013). Conflict: Factors and resolution strategies adopted by administrators of schools for visually impaired students. *Mediterranean Journal of Social Sciences*, 4(4), 405–408.
- Basilaia, G., Kvavadze, D., & Ratiani, E. (2020). Effective school leadership during covid-19: Challenges and opportunities. *Sustainability*, 12(22), 1–16.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd). Psychology Press.
- Bautista, J., & Lichauco, J. (2019). Determinants of teacher effectiveness in the philippines’ k to 12 basic education program. *Journal of Education and Learning*, 8(2), 186–195.
- Bhandari, P. (2020). An introduction to quantitative research. <https://www.scribbr.com/methodology/quantitative-research>
- Brower, T. (2021). Empathy is the most important leadership skill according to research. <https://www.forbes.com/sites/tracybrower/2021/09/19/empathy-is-the-most-important-leadership-skill-according-to-research/?sh=783f6b133dc5>
- Christensen, L. J., & Menzel, K. E. (1998). Teacher immediacy and student learning: A meta-analysis. *Communication Education*, 47(4), 325–340.
- Colvin, G., Kame’enui, E. J., & Sugai, G. (1993). Reconceptualizing behavior management and school-wide discipline in general education. *Education and Treatment of Children*, 16(4), 361–381.
- Cooks-Campbell, A. (2022). Communication is key in the workplace. here’s how to improve. <https://www.betterup.com/blog/why-communication-is-key-to-workplace-and-how-to-improve-skills#:~:text=Communication%20in%20the%20workplace%20is,individuals%2C%20teams%2C%20and%20organizations>
- Dalisay, F. G., & Bragais, L. G. (2017). People management skills of selected school heads in region iv-a calabarzon: Inputs to leadership development program. *Asia Pacific Journal of Education, Arts and Sciences*, 4(4), 80–89.
- Emmer, E. T., & Sabornie, E. J. (2015). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 50(3), 168–180.
- Fran. (2021). What is cpd, and why is it important? <https://www.futurelearn.com/info/blog/importance-of-cpd-continuing-professional-development>
- Gaudreau, P., Miranda, D., & Gareau, A. (2018). Teachers’ teaching methods, students’ motivation, and academic achievement: An integrative analysis. *Journal of Educational Psychology*, 110(7), 1008–1021.
- Ghaffar, A. (2010). Conflict in schools: Its causes and management strategies. *Journal of Managerial Sciences*, 3(2), 212–227.
- Glusker, A. (2018). Why people skills are so important – and how you can polish yours to a shine. <https://www.forbes.com/sites/anneglusker/2018/06/08/why-people-skills-are-so-important-and-how-you-can-polish-yours-to-a-shine/?sh=19dfaae02458>

- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.
- Hamre, B. K., & Pianta, R. C. (2006). Student-teacher relationships. In G. G. Bear & K. M. Minke (Eds.), *Children's needs iii: Development, prevention, and intervention* (pp. 59–71). National Association of School Psychologists.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Indeed Editorial Team. (2022a). Acquired skills: Definition and examples. <https://www.indeed.com/career-advice/career-development/skills-acquired>
- Indeed Editorial Team. (2022b). What does learning by experience mean? (plus, benefits). <https://www.indeed.com/career-advice/career-development/learning-by-experience#:~:text=Learning%20by%20experience%20allows%20professionals,and%20review%20any%20new%20skills>
- Karakose, T. (2020a). An investigation into leadership skills of primary school principals in turkey. *Universal Journal of Educational Research*, 8(7), 2799–2808.
- Karakose, T. (2020b). The role of school principals' interpersonal skills in teacher job satisfaction. *Education and Science*, 45(202), 305–328.
- Kivilu, M. N. (2016). Headteachers' people management skills and teachers' job satisfaction in public secondary schools in kitui county, kenya. *Journal of Education and Practice*, 7(9), 44–52.
- Kuligowski, K. (2023). Workplace conflicts? 5 tips to improve communication. <https://www.businessnewsdaily.com/8766-resolving-workplace-conflicts.html>
- Kyriacou, C. (2018). The influence of teachers' workload and working conditions on their teaching quality and well-being. *Frontiers in Psychology*, 9, 1–10.
- Leithwood, K., Harris, A., & Hopkins, D. (2004). Seven strong claims about successful school leadership. *School Leadership Management*, 24(2), 157–171.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership Management*, 40(1), 5–22.
- London School Business Finance. (2019). What is the purpose of continuing professional development (cpd)? [https://www.lsbf.org.uk/blog/news/education-careers/what-is-the-purpose-of-continuing-professional-development-\(cpd\)](https://www.lsbf.org.uk/blog/news/education-careers/what-is-the-purpose-of-continuing-professional-development-(cpd))
- Louis, K. S., & Kruse, S. D. (2018). Professional learning communities and teacher effectiveness: A review of empirical research. In H. H. Hwang, S. D. Kruse, K. S. Louis, & D. C. Smith (Eds.), *Organizing schools for improvement: Lessons from chicago* (pp. 239–264). University of Chicago Press.
- Lowenthal, P. R., Dunlap, J. C., & Snelson, C. (2017). Live synchronous web meetings in asynchronous online courses: Reconceptualizing virtual office hours. *Online Learning*, 21(4), 177–194.
- Loyola, R. A. (2018). The challenges of philippine basic education and the role of school heads in reform implementation. *International Journal of Humanities and Social Science Research*, 7(2), 1–9.
- Malec, M. (2022). What is professional development? <https://www.learnerbly.com/articles/what-is-professional-development>

- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ASCD.
- McCombes, S. (2019). Research design: Types, methods, and examples. <https://www.scribbr.com/methodology/research-design>
- Mehrabian, A. (1969). Some referents and measures of nonverbal behavior. *Behavior Research Methods & Instrumentation*, 1(6), 203–207.
- Munyofu, M., & Wambua, G. (2017). The importance of professional development for school leaders in managing secondary schools in kenya. *Journal of Educational Leadership, Policy and Practice*, 32(1), 74–87.
- Munyofu, M., & Wambua, J. (2017). Interpersonal skills and effective communication as pre-requisites for effective instructional leadership in primary schools in kenya. *Journal of Education and Practice*, 8(21), 51–57.
- Munyofu, M., & Wambua, W. (2017). Professional development for school heads in kenya: A case study of secondary schools in taita taveta county. *International Journal of Educational Administration and Policy Studies*, 9(6), 84–94.
- Ngidi, D. P. (2018a). The professional development needs of secondary school principals in rural kwazulu-natal, south africa. *South African Journal of Education*, 38(3), 1–10.
- Ngidi, D. P. (2018b). The skills of school leaders in leading effective schools. *Journal of Research in Education*, 28(2), 45–62.
- Olubunmi, A. (2014). School management assessment of teachers in secondary schools in ondo state, nigeria. *Journal of Education & Practice*, 5(6), 124–128.
- Palconit, A. S., & Galamiton, G. P. (2018). Leadership competencies and professional development needs of public elementary school heads in davao region. *International Journal of Research Studies in Education*, 7(2), 75–90.
- Parsons, L. (2022). Why is professional development important? <https://professional.dce.harvard.edu/blog/why-is-professional-development-important/>
- Pimentel, V. (2022). Empathy in the workplace: What is it and why is it important? <https://www.teambonding.com/empathy-in-the-workplace/>
- Prasad, A. (2023). The importance of developing skills: A comprehensive guide. <https://unicreds.com/blog/important-to-develop-ones-skill-set>
- Puentedura, R. R. (2014). Samr: A contextualized introduction. In R. Puentedura (Ed.), *From samr to the education transformation: Exploring the practical side of digital pedagogy* (pp. 3–14). International Society for Technology in Education.
- Ramani, K., & Zhimin, L. (2010). A survey on conflict resolution mechanisms in public secondary schools: A case of nairobi province, kenya. *Educational Research and Reviews*, 5(5), 242–256.
- Ricee, S. (2020). Why is learning experience important? <https://diversity.social/learning-experience-important/>
- Richmond, V. P., Gorham, J. S., & McCroskey, J. C. (2013). Immediacy and communication. In V. P. Richmond, J. S. Gorham, & J. C. McCroskey (Eds.), *The handbook of communication and instruction* (pp. 59–80). Taylor & Francis.
- Rogers, C. (2023). What are people skills, and why are they important? <https://engineering-jobs.theiet.org/article/what-are-people-skills-and-why-are-they-important->

- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Sarmiento, E. P., & Gamboa, A. D. (2019). The challenges of public elementary school head teachers in the philippines. *International Journal of Education, Learning and Development*, 7(3), 48–63.
- Smart Business. (2012). The importance of empathy in the workplace. <https://sbnonline.com/article/the-importance-of-empathy-in-the-workplace/>
- Southern Illinois University Edwardsville. (2022). 5 interpersonal skills principals need. <https://online.siu.edu/degrees/education/msed/principal-preparation/interpersonal-skills-principals-need/>
- Streiff, C. (2023). What are people skills? [guide and synonyms]. <https://zety.com/blog/people-skills>
- Team, C. N. (2022). Why is professional development important? <https://cpduk.co.uk/news/why-is-professional-development-important>
- The CPD Certification Service. (n.d.). Continuing professional development (cpd) explained. <https://cpduk.co.uk/explained>
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. ASCD.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms*. ASCD.
- Uchendu, C. C., Anijaobi-Idem, F. N., & Odigwe, F. N. (2013). Conflict management and organizational performance in secondary schools in cross river state, nigeria. *Research Journal in Organizational Psychology & Educational Studies*, 2(2), 67–71.
- Uzochukwu, M. (2019). Importance of skill acquisition. <https://discover.hubpages.com/business/importance-of-skill-acquisition>
- Van Der Ploeg, J., Stroes, J., & Wubbels, T. (2018). Emotional intelligence and leadership styles in school leaders. *Educational Administration Quarterly*, 54(4), 570–601.
- Van Dierendonck, D., & Nuijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. *Journal of Business and Psychology*, 26(3), 249–267.
- Wiliam, D. (2016). *Embedded formative assessment* (2nd). Solution Tree Press.
- Wubbels, T., & Levy, J. (1993). *Do you know what you look like? interpersonal relationships in education*. Routledge.
- Zambas, J. (2021). The importance of effective communication in the workplace. <https://www.careeradict.com/the-importance-of-effective-communication-in-the-workplace>