

Managerial Skills of School Heads as Indicators for Effective Administration and Job Performance of Teachers

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Abstract. The purpose of the study was to determine the influence of the managerial skills of principals on the job performance of teachers in public secondary schools in Davao City Division. One hundred fourteen (114) teachers in the public secondary schools in Davao City Division were identified through stratified random sampling. The study utilized a descriptive-correlation design. An adopted survey questionnaires were utilized, which centered on principals' managerial skills and teachers' job performance. The study used Mean, Pearson r, and regression analysis as statistical tools. Results revealed that the managerial skills of principals for effective administration in public secondary schools in Davao City Division, in terms of communication skills, were high. In terms of human relations skills, they were high. In terms of technical skills, they were also high. Moreover, the extent of Job Performance of Teachers in public secondary schools in Davao City Division was high, which was also described as often-times evident in the school. The findings inferred a strong and significant relationship between principals' managerial skills and teachers' job performance. Based on the result of the analysis, the managerial skills of principals, namely communication skills, human relations skills, and technical skills, significantly influence teachers' job performance. Thus, this study suggests that principals should plan community-based capacity-building programs to develop technical skills, particularly in utilizing contemporary technologies for school administration. In order to support teachers in using these tactics, such as instructional practices, principals should also step up their efforts to train and retrain principals in new instructional methodologies.

KEY WORDS

1. Managerial skills 2. job performance 3. communication skills 4. human relation skills 5. technical skills 6. Davao City

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1. Introduction

Critical to the success or demise of any organization is employee job performance. Leaders of organizations are preoccupied with the job performance of their staff above all else, since it is through this that the organization can achieve its predetermined goals. Job performance is the accomplishment or execution of a designated responsibility within a specified time frame. Ad-

ditionally, it may be defined as the capacity to adeptly employ the appropriate behavioral attitude to accomplish an organization's goals and objectives.

Meanwhile, according to Balanza (2019), some unethical principals in Davao City treat their subordinate teachers poorly. This action lowers teacher morale and prompts parents to

look for trustworthy and capable principals. It is safe to assume that when school administrators exhibit poor managerial skills and a lack of devotion to their work, this also negatively affects teacher performance. The state of affairs is made worse by inept school head leadership who show no dedication to their work; the school becomes like a ship without a rudder in the midst of the ocean.

The existing literature highlights various aspects of managerial skills among school heads. However, there remains an opportunity to delve deeper into how these skills specifically affect teacher performance within the unique context of Matina District, Davao City Division. Understanding the interplay between managerial competencies and teaching effectiveness is crucial, as it can illuminate pathways for enhancing educational outcomes. This study aims to bridge this gap by exploring the nuanced relationships between school leadership practices and their impact on teacher job performance, thereby contributing valuable insights to local educational stakeholders and broader academic discussions.

The aforementioned statements underscore the critical need to study the implementation of contextualized school guidance activities and the value formation of intermediate learners. In light of the foregoing, the researcher is motivated to pursue this study because it is critical to determine which domains of contextualized school guidance activities significantly influence the value formation of intermediate learners. Numerous studies have explored the value formation of learners, but to a very limited extent, the implementation of contextualized guidance activities was tackled. Hence, the results of this study may provide information on how implementing contextualized guidance activities significantly influences the value formation of intermediate learners in Padada District, Division of Davao del Sur.

The specific objectives of the study are the following: a.) to determine the extent of man-

agerial skills of school heads for effective administration in Matina District, Davao City Division, in terms of communication skills, human relation skills, and technical skills. b.) to determine the extent of teachers' job performance in Matina District, Davao City Division, in terms of task and contextual performance. c.) to determine which domain of managerial skills of school heads significantly influences teachers' job performance in Matina District, Davao City Division, and d.) to develop a predictive model based on the analysis of the study.

The following hypothesis was tested at the .05 level of significance: a.) None of the domains of school heads' managerial skills significantly influences the teachers' job performance in Matina District, Davao City Division.

The study's findings provided valuable insights for several key stakeholders, including the Department of Education, school heads, teachers, and students. Policymakers under the Department of Education could use the results to refine leadership benchmarks and assessment criteria to align with educational goals. The study highlighted essential managerial skills for school heads that enhance leadership effectiveness, guiding their professional growth and aligning their practices with institutional objectives. Teachers benefited indirectly through improved school leadership, which fostered a more collaborative and supportive work environment, enhancing their morale and job satisfaction. Ultimately, students gained from stronger leadership and teaching practices, as school heads and teachers prioritized student-centered learning, leading to improved curriculum, assessment, and classroom engagement.

Figure 1 illustrates the conceptual framework depicting the interaction of the study's variables. The managerial skills of school heads in terms of communication, human relations, and technical skills constituted the independent variable. Alternatively, teachers' job performance in terms of task performance and con-

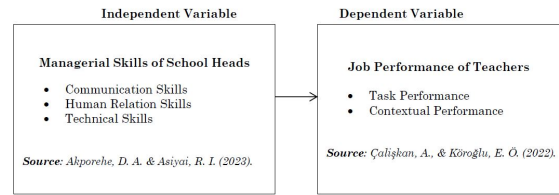


Fig. 1. Conceptual Framework

textual performance constituted the dependent variable of the research.

2. Methodology

The following section outlines the procedures used by the researcher to perform this research study. It includes the population and sampling, instrumentation, data source, and data analysis.

2.1. Research Design—This study utilized a descriptive-correlational research design to systematically describe and analyze the relationship between school heads' managerial skills and teachers' job performance in Matina District, Davao City Division. The descriptive design addressed what, where, when, and how, while the correlational aspect explored variable relationships using quantitative methods. As Creswell (2023) supported, quantitative research involves objective measurement through instruments, statistical analysis, and interpretation of numerical data to better understand social or human issues and uncover patterns or causal links.

2.2. Ethical Considerations—The researcher strictly adhered to RMC's Research Ethics. It aimed to benefit school heads, teachers, and students by highlighting the influence of leadership skills on job performance. Participation was voluntary, with informed consent obtained in a face-to-face setting. Risks were minimized by ensuring a safe and comfortable environment, while privacy was protected in compliance with the Data Privacy Act of 2012. Fair treatment of respondents was upheld, and tokens of appreciation were provided. Transparency was maintained through clear communication and objective data presentation. The researcher, a Master's student, sought ex-

pert guidance and utilized available resources and facilities to ensure the study's quality and ethical integrity.

2.3. Research Respondents—This study involved 74 teachers from the Matina District in the Davao City Division, selected using universal (census) sampling to include the entire target population. The sample size was determined using Tabachnick and Fidell's (2007) formula for multiple linear regression, $n = 50 + 8(m)$, where m represents the three independent variables: communication skills, human relation skills, and technical skills. Inclusion criteria required respondents to be regular or permanent teachers with at least two years of service in the district, while those outside the district or with less experience were excluded to ensure data relevance and quality.

2.4. Research Instrument—This study examined the managerial skills of school heads—specifically communication skills, human relation skills, and technical skills—as the independent variable, and teachers' job performance in Matina District, Davao City Division as the dependent variable. Data were collected using adapted and modified survey questionnaires reviewed by experts for content validity. Based on Akporehe and Asiyai (2023), the first instrument included 15 items covering the three managerial skill indicators. The sec-

ond, adapted from Çalışkan and Köroğlu (2022), measured teacher job performance through 10 items focusing on task and contextual performance.

2.5. Data Gathering Procedure—In this study, data collection followed a systematic process beginning with securing permission from the Dean of the Graduate School of The Rizal Memorial Colleges, Inc., and the Division Superintendent. Once approved, the letter was presented to teacher-respondents. The questionnaires underwent expert content validation and were pilot-tested with 30 non-respondent teachers to assess reliability. Surveys were admin-

istered face-to-face to build rapport, and sufficient time was given for completion. Afterward, questionnaires were retrieved, ensuring all responses were captured for accuracy. Data were analyzed using SPSS to generate meaningful insights aligned with institutional guidelines.

2.6. Data Analysis—The study used the mean to describe the levels of managerial skills and teacher job performance, multiple regression analysis to identify which managerial skill domains significantly influenced job performance, and a predictive model to determine key predictors for effective school head administration.

3. Results and Discussion

In this section, the results and discussion of the study are presented. The descriptive analysis of the managerial skills of the principals in terms of communication, human relations, and technical skills is also presented and interpreted. The descriptive analysis of teachers' job performance in secondary public schools in Davao City division, the correlation between variables, and the influence of managerial skills of principals on teachers' job performance are also presented and interpreted.

3.1. Extent of Managerial Skills of School Heads—Table 1 summarizes the extent of school heads' managerial skills as indicators for effective administration in the Matina District, Davao City division. The domain was measured by three (3) indicators, namely: (1) communication skills, (2) human relation skills, and (3) technical skills. The mean of each indicator was as follows: high. (1) Communication skills (3.63) were described as high, which also means that the managerial skills of principals in terms of communication skills were oftentimes evident. (2) Human relation skills (3.53)

were described as High, which also means that the managerial skills of principals in terms of human relations skills were oftentimes evident. And (3) technical skills (3.47) were described as High, which also means that the managerial skills of principals in terms of technical skills were oftentimes evident. The summary on the extent of managerial skills of school heads as indicators for effective administration in Matina District, Davao City division was (3.54), which was described as High, which means that the managerial skills of school heads were oftentimes evident in the school.

3.2. Extent of the Job Performance of Teachers—Table 2 summarizes the Extent of Job performance of Teachers in the Matina District, Davao City Division. The domain was measured by two (2) indicators, namely: (1) task performance, and (2) contextual performance.

The mean of each indicator was as follows: high. (1) task performance (3.40) was described as High, which also means that the Job performance of Teachers in Matina District, Davao City Division, in terms of task performance was oftentimes evident. Moreover, (2) contextual

Table 1. Extent of Managerial Skills of School Heads

No.	Indicators	Mean	Descriptive Equivalent
1	Communication Skills	3.63	High
2	Human Relations Skills	3.53	High
3	Technical Skills	3.47	High
Overall		3.54	High

Note. Legend: 1.00–1.79 = Very Low, 1.80–2.59 = Low, 2.60–3.39 = Moderate, 3.40–4.19 = High, 4.20–5.00 = Very High.

performance (3.35) was described as Moderate, which also means that the Job performance of Teachers in Matina District, Davao City Division, in terms of contextual performance was sometimes evident. The summary on the Extent of Job performance of Teachers in Matina

District, Davao City Division was (3.38), which was described as moderate, which means that the Job performance of Teachers in Matina District, Davao City Division was sometimes evident in school.

Table 2. Extent of the Job Performance of Teachers

No.	Indicators	Mean	Descriptive Equivalent
1	Task Performance	3.40	High
2	Contextual Performance	3.35	Moderate
Overall		3.38	Moderate

Note. Legend: 1.00–1.79 = Very Low, 1.80–2.59 = Low, 2.60–3.39 = Moderate, 3.40–4.19 = High, 4.20–5.00 = Very High.

3.3. Significant relationship of Managerial Skills of School heads and Job Performance of Teachers—Table 3 presents the test results of the relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.85 with a p-value of 0.000, which is significant at the 0.05 level. This rejects the null hypothesis, stating no significant relationship between the Managerial Skills of School heads and the Job Performance of Teachers in Public Secondary Schools in Matina District, Davao City Division. This means that as the Managerial Skills of School heads increase, teachers' Job Performance also increases, or

vice versa.

Furthermore, the computed r-value of 0.85 denotes a high positive correlation (Cohen et al., 2003) between the two variables, with which the hypothesis on significant relationship was tested. The findings inferred a strong significant relationship between the Managerial Skills of School heads and the Job Performance of Teachers in Public Secondary Schools in Matina District, Davao City Division. Consequently, it was expected that positive Managerial skills of School heads would contribute to the Job Performance of teachers, which positively influences teachers' aggregated teaching performance.

Table 3. Significant Relationship of Managerial Skills of School Heads and Job Performance of Teachers

Variables	r-value	Statistical Description	p-value	Decision
Managerial Skills of School Heads (x) and Job Performance of Teachers (y)	0.85	Very strong correlation	.000	Reject Ho

Doing a pairwise correlation among the measures of both variables, it can be gleaned that Communication skills, Human Relationship Skills, and Technical Skills revealed computed values of 0.85 and 0.85, respectively, with p-values less than 05 in the significance level. This implies that as communication, human relationships, and technical skills increase, teacher job performance also increases.

3.4. Significant Influence of Managerial skills of School heads on the Job Performance of Teachers—Table 4 exemplifies the regression test among the Managerial Skills of School heads predictors, namely Communication skills, human relation skills, and technical skills, and the Job Performance of Teachers. It shows an F-value of 66.84 with a p-value of .000, which

is significant and indicates a model fit. Meanwhile, it registers an R² value of .672, which implies that the predictors explain 67.2 percent of the Job Performance of Teachers, holding other percentages not accounted for by the three dimensions.

Regression coefficients display that all the domains of Managerial skills of school heads influence the Job Performance of Teachers. Likewise, unstandardized coefficients exhibit that among the domains of Managerial skills of school heads, communication skills with a coefficient of (=0.618) had the best significant influence on the Job Performance of Teachers by displaying p-values which are lesser than .05. Hence, the null hypothesis is rejected.

Table 4. Significant Influence of Managerial Skills of School Heads on the Job Performance of Teachers

Managerial Skills of School Heads	Unstandardized Coefficients	Std. Error	Beta	t-value	p-value	Decision
Constant	0.864	0.313		2.757	0.007	Reject H
Communication Skills	0.618	0.074	1.342	-13.005	0.003	Reject H
Human Relations Skills	0.539	0.083	0.980	5.466	0.000	Reject H
Technical Skills	0.480	0.085	0.102	1.086	0.001	Reject H
Dependent Variable Job Performance of Teachers						
R					0.85	
R²					0.672	
F-ratio					66.844	
p-value					0.000	

*Significant at $p < 0.05$ *

Based on the results, the managerial skills of school heads, namely communication, human relations, and technical skills, significantly influence the Job Performance of Teachers by

registering a p-value of .000, less than .05 in the significance level. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of managerial skills of School heads, the Job Performance of Teachers will increase by 2.849, holding other factors constant.

Moreover, the R² value of 0.672 means that 67.2 percent of teachers' Job Performance has been explained by the predictors in managerial skills of school heads, holding the remaining percentage not accounted for by the three dimensions. In addition, the R² value was higher than the required value to formulate a

prediction model based on regression analysis (Tabachnick Fidell, 2007). Regression coefficients display that all the dimensions of mental health influenced the teacher's pedagogical attainment. Below was the predictive model: PREDICTIVE MODEL = + 1 X₁ + 2 X₂ + 3 X₃ + 4 X₄ = 2.489 +.618 (Communication Skills) + .539 (Human Relation Skills) + .480 (Technical Skills)

PREDICTIVE MODEL = 2.489 +.618 (3.63) + .539 (3.53) + .480 (3.47) = 2.489 + 2.24 + 1.90 + 1.67

PREDICTIVE MODEL = 8.30

4. Conclusions and Recommendations

This study aimed to determine the extent of Managerial skills of school heads as indicators for effective administration in public secondary schools in Matina District, Davao City Division in terms of: (1) communication skills, (2) human relation skills, and (3) technical skills and to determine the Extent of Job performance of teachers in public secondary schools in Matina District, Davao City Division in terms of (task performance) and (2) contextual performance. In addition, it also seeks to have empirical evidence on the perceived relationship between Managerial Skills of School heads and Job Performance of Teachers in Public Secondary Schools in Matina District, Davao City Division. Further, data were collected through psychometric analysis to determine which domains of managerial skills of school heads significantly influence teachers' job performance.

4.1. Findings—The following are the significant findings:

The extent of managerial skills of school heads as indicators for effective administration in public secondary schools in Matina District, Davao City Division, in terms of communication skills, was high and oftentimes evident. The results have shown that school heads often clarify information through verbal communication and often keep every stakeholder informed about the challenges of the school in order to modify school practice for quality delivery.

On the Extent of Managerial skills of school heads as indicators for effective administration in public secondary schools in Matina District, Davao City Division, in terms of human rela-

tion skills, was high and was oftentimes evident. The findings indicate that school heads are frequently compassionate and empathetic. This was also the cause for the school heads' capacity for teamwork and fostering an atmosphere where everyone's opinions are frequently heard.

The Extent of school heads' managerial skills as indicators for effective administration in public secondary schools in Matina District, Davao City Division, in terms of technical skills was high and oftentimes evident. The school heads could apply innovations in school administration by using modern methods and making strategic plans to solve problems.

The extent of teacher Job Performance in public secondary schools in Matina District,

Davao City Division was moderate and described as often evident in the school. Teachers could employ pertinent instructional materials for academic activities to ensure that students actively participate in their education and learning. This allowed them to establish a positive learning environment in the classroom.

4.2. *Conclusions*—The findings inferred a strong, significant relationship between the Managerial Skills of School heads and the Job Performance of Teachers in Public Secondary Schools in Matina District, Davao City Division. The results have shown that the positive managerial skills of school heads are expected to contribute to the job performance of teachers, which in turn will exert a positive influence on teachers' aggregated teaching performance.

For the regression test analysis, the managerial skills of school heads, namely communication skills, human relations skills, and technical skills, significantly influence teachers' job performance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of managerial skills of School heads, the Job Performance of Teachers will increase by holding

other factors constant. Likewise, unstandardized coefficients exhibit that among the domains of Managerial skills of school heads, communication skills had the best significant influence on the Job Performance of Teachers.

4.3. *Recommendations*—Based on the study's conclusions, it is recommended that the Department of Education explore the role of managerial skills in fostering productive learning environments and use the findings to guide leadership development initiatives. School heads should implement community-based programs to enhance technical skills, especially in modern technologies, and undergo continuous training in instructional strategies to support teachers better. Teachers can benefit from professional development programs targeting school heads' managerial skills, boosting their morale, satisfaction, and performance. Ultimately, students gain the most from effective leadership and motivated teachers, leading to a more positive and successful learning environment. Future researchers are encouraged to examine additional variables related to managerial skills and teacher performance that are not covered in this study.

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