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School Heads' Managerial Skills and School Performance: A Correlational Study

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Abstract

Correlating the managerial skills of school heads with school performance can potentially helpidentify key competencies that enhance leadership effectiveness and improve overall school performance within a School Division. In this context, the study examined the relationship between the managerial skills of school heads and school performance across seven Districts withina Division in Central Philippines during the School Year 2024-2025. Data needed for the first major variable of this paper on school heads' managerial skills were collected using a self-developed survey questionnaire that underwent the stringent tests of validity and reliability. Meanwhile, data on school performance were collected through a request for access to the Planning Division's end-of-school-year database on promotion rates from the aforementioned School Division. Throughout the research process, this research paper adhered to the ethical principles of anonymity, confidentiality, informed consent, and risk of harm. The ensuing analysis showed that school heads exhibited a very high level of managerial skills and outstanding school performance. Subsequent analysis, however, showed no significant relationship between the two major variables in focus. This result calls for a more comprehensive school improvement strategy that addresses multiple factors beyond just leadership. It may indicate a need to identify and strengthen other components of school functioning that more directly affect student achievement.

Keywords: Education, Managerial Skills, School Performance, School Heads, Negros Island Region.

Bio-profile

Phineps M. Canoy is a public elementary school teacher at Corazon L. Montelibano Elementary School in Bacolod City with over 20 years of teaching experience. He holds a Master's degree in Educational Administration and Supervision and recently completed a PhD in Educational Management. His research interests include educational leadership, school management, teacher development, and school effectiveness.

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Introduction

Rationale

Addressing the fundamental link between effective school leadership and educational outcomes is critical, as it aligns directly with the United Nations Sustainable Development Goal 4 (Quality Education) (United Nations, 2015). To paraphrase Leithwood, Harris, and Hopkins (2020), research indicates that strong leadership positively impacts school performance by enhancing teaching quality and student learning outcomes. By investigating how the managerial skills of school heads influence school performance, the study aims to contribute to the development of competent educational leaders who can foster inclusive, equitable, and high-quality education, thereby promoting lifelong learning opportunities for all (World Bank, 2018). In the Philippines, where educational disparities persist, strengthening school leadership is essential to improving student achievement and overall school effectiveness (Salazar, 2017). Building leadership capacity aligns with efforts to address these disparities and ensure more equitable educational access and quality.

The literature has always stressed the importance of managerial skills for school performance. Leithwood and Jantzi (2005) found that transformational and instructional leadership characteristics were positively related to student achievement and school success. Meanwhile, local studies such as Bautista (2019) highlight the direct effect of administrative competencies of school heads- such as planning, organizing, and decision-making- on school climate and academic outcomes. These findings suggest that managerial skill development could be a strategic lever for school improvement, particularly in demographically diverse districts with varying resource availability. School leadership is another important driver of school effectiveness and learner outcomes. School heads play a vital role in determining the quality of teaching, student achievement, and overall success of schools through instructional leadership, collaboration, support for teachers, and efficient management of resources (Hallinger& Murphy, 1986; Hallinger, 2011).

Managerial skills are believed to be highly correlated with the performance of the school. Good management creates an enabling learning environment, optimizes the use of resources, and builds positive relations between stakeholders. According to Leithwood and Jantzi (2005), effective school leadership has a strong effect on student achievement by improving organizational conditions. Good school leaders can better implement policies, inspire staff, and address challenges proactively, and that leads to better student outcomes and a better school overall. Heck and Hallinger (2010) argue that both instructional and managerial leadership are key predictors of school success in different contexts. Empirical studies across different settings show that managerial competence is important for school improvement; therefore, it is necessary to explore this relationship in a local context such as the Philippines.

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The researcher's personal motivation for this study is to offer meaningful insights into educational leadership research. As a future head of school, identifying managerial skills that impact school performance will help develop specific professional competencies. Furthermore, the study intends to provide a contribution to the policy and educational stakeholders in the formulation of training programs that enhance leadership competencies and thus establish a more effective and sustainable education system in the Philippines. This study aimed to explore the relationship between school heads' managerial skills and the school's performance, using the principles of accountability, decentralization, and school-based management embodied in RA 9155. The results may be useful for leadership development programs, policy improvement, and ongoing school improvement efforts in basic education.

Literature Review

This section is initially organized by topics, themes, and findings approach. It then followed the country approach, based on foreign or local origins, and dwelt sparingly on managerial skills and school performance, adding a little on leadership development and collaboration.

Managerial Skills and Leadership

The managerial skills, articulation of vision, resource management, adaptability, and stakeholder engagement of school heads are critical to organizational effectiveness (Parveen et al., 2022; Nwogu &Ebunu, 2019; Schaefer, 2019). Effective management is a balance of administrative, people skills, and accountability (Pagunsan&Moyani, 2024).

Transformational leadership styles create a collaborative environment that promotes innovation and shared ownership (Kareem et al., 2023). Community engagement and external partnerships help mobilize resources and improve school development (Pasturan, 2025). The continuous development, experience, and reflection contribute to the increase in managerial skills. Experienced managers demonstrate higher efficiency in the area of strategic planning and decision-making (Dellomas& Deri, 2022; Sahlin, 2025). Also, the effectiveness of leadership is based on the trust and collaboration of the stakeholders (Pascual, 2023; Valdepenas, 2026).

Philippine school heads' managerial skills encompass resource management, supervision, and stakeholder engagement. Effective management practices, including digital resource systems, promote transparency and efficiency (Abdurahman& Omar, 2021; Cabrera, 2026; Ahmad, 2023).

Leadership development is ongoing; competencies related to planning, decision-making, and organizational management improve with experience (Pasturan, 2025; Lachica, 2024). Collaboration with communities and stakeholders is vital for sustained school improvement.

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School Performance in the Philippines

Research on the Philippines' school performance over the last five years has revealed persistent challenges in access, quality, and equity in education. Studies show that despite government efforts to improve learning achievement, there are still disparities among regions and socio-economic groups, often influenced by factors such as infrastructure, quality of teachers, and resource allocation (DepEd Philippines, 2019). The Philippines continues to struggle with student achievement, particularly in national assessments such as the National Achievement Test (NAT). The results show varied performance levels among demographics and geographic locations (World Bank, 2020). Such disparities emphasize the need for effective leadership at the school level to address specific problems and create a learning-friendly environment.

There is evidence that school heads' managerial skills are important for school performance. Lloren (2017) stated that school leaders in the Philippines with strong organizational and administrative competencies can make the best use of available resources, implement policies effectively, and foster a positive school climate. Such a managerial skill set is directly linked to increased student engagement and achievement. Effective school heads are capable of inspiring teachers, encouraging community engagement, and solving operational challenges before they become problems. This is consistent with international research identifying the importance of instructional and managerial leadership for school success (Leithwood&Jantzi, 2015).

In light of ongoing education reforms, improving school leadership is a crucial strategy to enhance school performance in the Philippines. Recently, the Department of Education has focused on building leadership competencies among school heads, recognizing that leadership skills are essential for delivering quality education (DepEd Philippines, 2020). Local and foreign empirical studies show that investment in building leadership capacity may significantly influence student achievement and overall school effectiveness. This makes it a critical area of policy emphasis to address educational disparities and promote equitable learning opportunities (Hallinger, 2018).

Leadership Development and Collaboration

Foreign literature indicates that leadership development depends on continuous professional learning, interaction with peers, and reflective practice (Sahlin, 2025). School effectiveness is improved by leaders who promote collaboration and joint responsibility (Karakose et al., 2024; Ventista& Brown, 2023). Good school performance is associated with strong stakeholder relationships through communication and community partnerships (Pascual, 2023; Valdepenas, 2026). Good leadership is about inspiring people and building collective efficacy.

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Back home, leadership effectiveness is strengthened through stakeholder engagement, collaborative initiatives, and shared leadership (Pasturan, 2025; Mandolado& Ancho, 2023). These practices foster a positive organizational climate and sustainable development.

As a point of emphasis, instructional competence underpins teaching quality and student success but is influenced by ongoing professional development, experience, and contextual factors.Managerial skills, vision, resource management, adaptability, and stakeholder engagementare critical for organizational effectiveness and require continuous growth and reflection.Leadership development through collaboration, stakeholder involvement, and lifelong learning enhances overall school performance and sustainability.

Theoretical Underpinnings

The study is anchored on the Managerial Skills Theory developed by Robert Katz (1955). Katz described three skill sets necessary for successful leadership: technical, interpersonal, and conceptual. These skills allow managers to achieve maximum performance at different organizational levels. Technical skills are specialized knowledge and expertise in specific tasks; interpersonal skills are the ability to communicate and build relationships effectively; and conceptual skills are the ability to analyze complex situations and develop strategic solutions (Radtke, 2022). Each category encompasses a broad range of capabilities, but it is the interaction among these that determines a leader's effectiveness in different managerial contexts.

Managers are involved in organizational activities like budgeting, planning, marketing, financing, and human resource management. The larger the organization, the greater the demand for managers. It is essential to keep in mind that the management principles affect each member of the organization, whether a manager or a subordinate, because all are affected by the management policies, processes, and practices. Importantly, managers don't spend their whole time managing; some employees perform limited managerial functions in specific areas and contribute to the organizational goals. Henri Fayol (1841-1925) laid down the basic principles of management and pointed out the functions like planning, organizing, commanding, coordinating, and controlling as the essentials of good management.

Meanwhile, Albert Bandura developed Social Cognitive Theory (SCT), formerly known as Social Learning Theory, to supplement Katz's skills approach. SCT posits that the development and behavior of individuals result from a triadic reciprocal interaction between personal factors, environmental influences, and behavioral patterns. This implies that the leadership performance of school heads is affected by the immediate environment, previous experiences, and personal beliefs. Therefore, their selections about instructional supervision and management practices are influenced by the changing needs in their setting and by their present knowledge and attitudes. This theory underlines the

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fact that the actions of leadership are a reaction to and a result of the environmental and psychological factors, noting the importance of continuous learning and adaptation in leadership roles.

In contrast, the Performance Theory, developed by Richard Schechner (1985) from ethnographic and performative perspectives, offers insight into human behavior and organizational dynamics. Schechner points out that societies and individuals engage in a series of performances, such as rituals, routines of everyday life, and social interactions, that are governed by shared codes and expectations. This perspective is useful in understanding how the teachers and school personnel in Bacolod City play their roles, respond to the situation, and interact with their work environment. It provides a framework for assessing how personnel "carry out" their duties, and how their actions are consistent with company and societal standards. Thus, performance studies are useful in educational environments for evaluating behaviors, motivations, and workplace interactions.

Objectives

This study aimed to determine the levels of school heads' managerial skills and school performance in a Division in Central Philippines during the School Year 2024-2025. Specifically, it aimed to determine 1) the level of school heads' managerial skills in terms of leading strategically, managing school operations and resources, developing self and others, and building connections; 2) the level of school performance of subject schools under the same Division during the period covered, and 3) if a significant relationship exists between the levels of instructional competence and managerial skills.

Methodology

This section describes the methodology employed in the conduct of the study. It presents the research design, respondents, research instrument, and procedures for data collection and processing. Likewise, it discusses the analytical schemes and statistical tools used to analyze and interpret the data.

Research Design

This study employed a descriptive research design to determine the school heads' levels of managerial skills and school performance in the research environment during SY 2024-2025. Descriptive research is a research method that observes and describes the behavior of subjects from a scientific viewpoint with regard to variables of a situation (Sharma, 2019).

StudyRespondents

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This paper collected data from teacher-respondents who are public elementary school teachers in those seven Districts in the research environment using the stratified random sampling (N=2221; n=328. As Creswell (2014) states, stratified random sampling is the process of dividing the population into homogeneous subgroups (strata) and then drawing random samples from each stratum in proportion to its size. This method will ensure that all subgroups are represented, but it does not necessarily mean that respondents from each school have an equal chance of being selected, except when the strata are defined at the school level and the sampling is proportional.

Instrument

This study used a self-developed data-gathering instrument to collect all the needed data. The instrument contained 32 items on school heads' managerial skills, with 8 items per area.The respondents were asked to rate each item on a five-point Likert scale, with the following scores: 5 always, 4 often, 3 sometimes, 2 rarely, and 1 almost never. Prior to actual data collection, the instrument was validated by five experts in education and research and passed the reliability test, conducted on 30 dry-run teacher-respondents outside the sampling frame.

DataGatheringandProcedure

Consistent with established protocols, the researcher sought the necessary approvals from the Schools Division Superintendent via a formal letter of request prior to data collection. Thereafter, follow-up letters were forwarded to the heads of the selected schools and to the target respondents, and questionnaires were then distributed to the target respondents. Filled questionnaires were then collected and readied for subsequent data analysis.

Meanwhile, data on school performance were collected through a request for access to the Planning Division's end-of-school-year database on promotion rates from the aforementioned School Division. This approach ensured that the information gathered was accurate and comprehensive, providing valuable insights into students' academic progress. Throughout the research process, this study strictly adhered to the ethical principles of anonymity, confidentiality, informed consent, and the minimization of risk of harm. These ethical considerations were maintained to protect the rights and well-being of all participants and to ensure the integrity and credibility of the research.

DataAnalysisandStatisticalTreatment

Objective no. 1 used a descriptive-analytical scheme and the mean as a statistical tool to determine school heads' managerial skills. Objective no. 2 used the same descriptive-analytical scheme and statistical tool to determine the school performance of the concerned schools during the period covered. Finally, objective no. 3 used the relational analytical scheme and Spearman's rho as a statistical tool to determine if a

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significant relationship exists between the school head's managerial skills and school performance.

EthicalConsiderations

The researcher maintained ethical standards by adhering to the principles of respect for persons, beneficence, and justice. All participants were fully informed of the purpose of the study, what their involvement would entail, and their rights as research participants. Their participation was voluntary, and they were free to refuse to participate, to refuse to answer any question that caused discomfort, or to withdraw from the study at any point without penalty or disadvantage.

The researcher likewise appreciated and valued the opinions provided by the school principals, as they contributed to a better understanding of the research issue and implications of improving instructional quality. The study was professional and potentially important, so the researcher was careful to ensure that participants' views were accurately represented and respectfully interpreted. Sensitivity was applied during the data-gathering process to protect the well-being, dignity, and autonomy of the participants.

Results and Discussion

Thissectionpresents,analyzes,andinterpretsthedatagatheredtocarryoutthepredeterminedobjectivesofthis study. To recall, this paper aimed to determine the levels of school heads' instructional competence and managerial skills.

1. School Heads' Managerial Skills

Tables 1-4 bring the spotlight to this first major variable. These were measured from the constructs of leading strategically, managing school operations and resources, developing self and others, and building connections.

Table 1
Level of School Heads' Managerial Skills in Leading Strategically

Items	Mean	Interpretation
My School Head…		
1. Establishes a clear and shared vision for the school.	4.76	Very High
2. Communicates school goals effectively to all stakeholders.	4.74	Very High
3. Demonstrates strategic thinking in decision-making processes.	4.72	Very High
4. Inspires staff to work towards achieving the school's vision.	4.71	Very High

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5. Aligns school programs and activities with the vision, mission, and goals of the school.	4.77	Very High
6. Adapts to changes and challenges with a positive mindset.	4.75	Very High
7. Encourages innovative and creative personnel.	4.76	Very High
8. Ensures regular evaluation of the effectiveness of school programs, projects, and activities.	4.75	Very High
Mean	4.74	**Very High**

Table 1 illustrates the analysis of the level of managerial skills of the subject school heads in terms of leading strategically, with an overall mean of 4.74, interpreted to mean very high. This outcome suggests that these school leaders exhibit excellent strategic leadership skills, including the ability to communicate clear visions, plan for the future, align resources with strategic goals, and inspire staff and stakeholders to achieve long-term educational objectives. In conclusion, it demonstrates a strong ability to strategically guide schools in ways that support sustained improvement and organizational effectiveness.

This result is supported by Hallinger and Heshmati (2010), who highlighted the value of high-level strategic leadership skills among school heads as a source of school improvement and their association with high organizational performance, thus underscoring the significance of the very high mean score. Likewise, Gonzales and Dizon (2017) observed that school heads with robust strategic leadership skills significantly contributed to school efficiency, supporting the interpretation that a very high score signifies excellent strategic management skills.

Table 2
Level of School Heads' Managerial Skills in Terms of Managing School Operations and Resources

Items	**Mean**	**Interpretation**
My School Head…		
1. Ensures proper use of school funds that strictly adheres to guidelines set.	4.78	Very High
2. Utilizes and reports the utilization of the school's MOOE promptly.	4.79	Very High
3. Utilizes local funds (e.g., canteen, etc.) transparently by proper reporting and posting.	4.75	Very High
4. Maintains records of utilization of school resources, equipment, and furniture.	4.74	Very High
5. Allocates in the school budget for repair and maintenance of school buildings, facilities, and equipment.	4.77	Very High

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6. Ensures that learning resources are updated and accessible to all.	4.77	Very High
7. Involves the school planning team in making decisions on learning-resource management.	4.79	Very High
8. Ensures that school operations are in place and agreed upon by the stakeholders.	4.76	Very High
Mean	4.77	**Very High**

The analysis of the level of managerial skills of the subject school heads in managing school operations and resources is presented in Table 2, with an overall mean of 4.77 interpreted as very high. This means that these school leaders have the rare ability to oversee the day-to-day operations of a school and to make wise use of resources. This further attests to their high capability in organizing, coordinating, and managing school activities, facilities, finances, and personnel to facilitate an optimum learning environment.

This finding was reinforced by Hallinger and Murphy (1985), who asserted the importance of strong managerial skills for school leaders in effective school operation. They pointed out that strong managerial competence is associated with better school functioning and resource management. According to Lloren and Salazar (2019), the efficiency and effectiveness of the school functions supporting the interpretation of a very high mean score are greatly affected by the school heads back home, who are highly skilled in managerial skills in managing operations and resources.

Table 3
Level of School Heads' Managerial Skills in Developing Self and Others

Items	**Mean**	**Interpretation**
My School Head…		
1. Engages in continuous self-improvement and lifelong learning.	4.73	Very High
2. Provides opportunities for staff to participate in professional development.	4.75	Very High
3. Encourages staff to take on leadership roles.	4.72	Very High
4. Models a positive attitude toward personal and professional growth.	4.72	Very High
5. Recognizes and appreciates staff contributions and achievements.	4.75	Very High
6. Creates a supportive environment for personnel development.	4.72	Very High
7. Shares knowledge and expertise with colleagues.	4.77	Very High
8. Promotes a culture of collaboration and mutual respect.	4.72	Very High
Mean	4.73	**Very High**

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Table 3 summarizes the analysis of the level of managerial skills of the subject school heads in developing self and others, with an overall mean of 4.73, interpreted as very high. This result reflects their strong capacity to motivate, mentor, and support the continuous improvement of themselves and their team members, which is essential for building a positive and collaborative school environment.

Research such as that of De Guzman et al. (2018) in the Philippine context has shown that school leaders with strong managerial skills, in particular, staff development, are associated with better school performance and teacher motivation. That's an average to be proud of, which means these principals tend to be good at creating a positive, growth-oriented environment where continuous improvement can happen.

Research has shown that developing self and others is a key element of transformational leadership within effective school leadership (Leithwood&Jantzi, 2000). Those leaders who are strong in this area tend to develop collaborative cultures, increase teacher efficacy, and promote professional learning communities (Vangrieken et al., 2017). In the Philippine setting, De Guzman et al. (2018) also reported that school leaders with strong managerial skills- especially in staff development- are associated with improved school performance and teacher motivation. The high average indicates that school principals are effective in creating a positive atmosphere that is growth-oriented and conducive to continuous development.

Table 4
Level of School Heads' Managerial Skills in Terms of Building Connections

Items	Mean	Interpretation
My School Head…		
1. Establishes strong partnerships with parents and the community.	4.75	Very High
2. Communicates regularly with stakeholders about school matters.	4.73	Very High
3. Encourages participation of the LGU, NGO, and GO in school programs.	4.76	Very High
4. Develops linkages with organizations and agencies for support.	4.71	Very High
5. Develops rapport with school and community officials.	4.77	Very High
6. Establishes partners to support school programs and projects.	4.76	Very High
7. Ensures participation and involvement of the stakeholders in the planning and improvement of the school.	4.75	Very High

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8. Conducts meetings to share the school's achievements and challenges with the community.	4.77	Very High
Mean	4.75	**Very High**

Table 4 summarizes the analysis of the level of managerial skills of the subject school heads in terms of building connections, with an overall mean of 4.75, interpreted as very high.This points to strong relational leadership skills such as networking, collaboration, and community engagement that are critical to building a supportive and collaborative school climate.

Salazar et al. (2019) have noted that in the Philippine context, school leaders who are skilled in building relationships with teachers, parents, and the community are crucial to improving school improvement and student success. The very high mean supports the view that these school heads are highly effective at fostering partnerships that improve educational outcomes. Research worldwide has found that relational leadership, particularly the development of relationships, is a key part of effective school leadership (Leithwood&Jantzi, 2005). Thus, effective leaders in this domain promote collaboration, a shared vision, and involvement in the community to create a more cohesive and motivated school community (Moolenaar, Sleegers, & Daly, 2010).

2. Level of School Performance Based on Promotion Rate Results

Table 5 presents the level of school performance based on the promotion rate results.

Table 5
Level of School Performance Based on Promotion Rate Results

Variable	Mean	Interpretation
School Performance	99.04%	Outstanding

The school obtained the results of 99.04% promotion rate, considered as Outstanding, as represented in Table 5. It indicates that the school is very successful in helping learners progress academically from one grade to the next. The findings also illustrate the effectiveness of the school's instructional practices, assessment systems, learner support services, and educational interventions in enabling students to achieve the required academic standards for promotion. The remarkable rate of promotion is also a reflection of the commitment of school administrators, teachers, parents, and other stakeholders in creating an environment conducive to the success of students.

The Second Congressional Commission on Education (EDCOM 2, 2026) supports this view, noting that Filipino learners are still moving up the grade levels, but proficiency levels are dropping dramatically as they go through the education system. The report pointed out that student promotions are not a reliable indicator of learning

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competence and called on schools to consider both promotion and learning outcomes. Therefore, schools must continue to deliver quality instructional and intervention programs while ensuring that learners acquire the knowledge, skills, and competencies expected at each grade level.

Up next is the analysis of the relationship between the two major variables of this paper, school heads' managerial skills and school performance, for the period covered.

3. Relationshipbetween School Heads' Managerial Skills and School Performance

Table 6
Relationshipbetween the Levels of School Heads' Managerial Skills and Schools' Performance

Variable	rho	p-value	*Sig. level*	Interpretation
School Heads' Managerial Skills Schools' Performance	0.009	0.864	0.05	Not Significant

Table 6 presents the results of a correlation analysis examining the relationship between school heads' managerial skills and schools' performance. The analysis uses Spearman's rho (ρ) to determine the strength and direction of association between the two variables, with statistical significance assessed at $\alpha = 0.05$. The findings reveal a very weak positive correlation ($\rho = 0.009$) between school heads' managerial skills and teachers' performance. However, this relationship is not statistically significant ($p = 0.864$), indicating that any observed association is likely due to chance. Consequently, the interpretation is "Not Significant", suggesting that within this sample, schools' performance does not systematically vary with the managerial skills of school heads.

Two research papers have so far corroborated the above findings. Chin and Chua (2013) found no significant correlation between managerial skills and school performance in certain contexts. Labrador (2018) likewise reported no significant relationship between the managerial competence of school heads and their leadership effectiveness in the sampled schools.

Conclusion

The managerial skills of the school heads of the subject schools were all found to be at a very high level, as measured by the constructs of leading strategically, managing

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school operations and resources, developing self and others, and building connections. This result indicates that these leaders are very competent and efficient in their jobs. This also shows that they possess strong leadership skills, effectively manage the school's operations, promote staff professional development, and establish strong relationships with stakeholders. Such a high level of managerial skills likely contributes to improved school performance, better learning environments, and sustainable organizational development. Moreover, the remarkable school performance was found. The result indicates that the school is doing a very good job in student learning, teaching, management, and the organization's overall health. It indicates a high level of success and effectiveness. Further analysis indicated no significant relationship between school performance and managerial skills. Thus, strong leadership skills alone may not lead to improved school performance. That suggests other factors, such as the quality of teaching, student engagement, resources, or community support, may be more important in determining school success. This finding points to the need for more comprehensive school improvement strategies that address multiple factors beyond leadership. It may signal the need to identify and bolster other aspects of school functioning that have a more direct impact on student achievement.

Conflict of Interest

The author hereby declares that there are no conflicts of interest in the conduct and the overall findings of this study. He has no financial, personal, or professional relationships that could be perceived as influencing the outcomes or conclusions of this research. All aspects of the study, including data collection, analysis, and interpretation, have been conducted impartially and solely for the advancement of knowledge in this particular area on school heads' managerial skills and school performance.

AI-Generated Statement

This paper acknowledges the use of artificial intelligence (AI) tools. However, its use has been minimized in accordance with the policy statement of STI West Negros University. All conclusions, analyses, and interpretations presented in this study were primarily derived from human researchers' efforts. The content produced by AI accounts for no more than 30% of the total material, so the researchers' core intellectual contributions are their responsibility, and the material complies with institutional guidelines.

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