

## REVIEWER'S REPORT

Manuscript No.: IJAR-52037

Date: 02-06-2025

**Title: INFLUENCE OF SCHOOL HEADS MANAGERIAL SKILLS AS TO SUPERVISORY, INTERPERSONAL, AND LEADERSHIP ON SCHOOL-BASED MANAGEMENT PRACTICES IN THE PHILIPPINES**

### Recommendation:

Accept as it is.....**YES**.....  
 Accept after minor revision.....  
 Accept after major revision .....  
 Do not accept (*Reasons below*) .....

| Rating         | Excel. | Good | Fair | Poor |
|----------------|--------|------|------|------|
| Originality    |        |      | √    |      |
| Techn. Quality |        | √    |      |      |
| Clarity        |        |      | √    |      |
| Significance   |        |      | √    |      |

**Reviewer's Name:** Shafiya Akhter

**Reviewer's Decision about Paper:** **Recommended for Publication.**

**Comments** (*Use additional pages, if required*)  
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### Reviewer's Comment / Report

#### Scope and Relevance:

The manuscript presents a timely and pertinent study focused on the role of school leadership in the implementation of School-Based Management (SBM) in the Philippine educational context. The topic is relevant to scholars, practitioners, and policy-makers concerned with educational reform, leadership development, and community engagement in schools.

#### Abstract and Summary:

The abstract clearly outlines the study's aims, theoretical foundations, methodology, key

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findings, and implications. It effectively communicates the focus on supervisory, interpersonal, and leadership skills, and their distinct influence on SBM implementation. The inclusion of theories such as Glickman's, Katz's, and McClelland's strengthens the conceptual framework and provides depth to the interpretation of results.

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### **Introduction:**

The introduction sets the stage well by emphasizing the shift toward decentralization and the significance of managerial competencies in educational leadership. It situates the study within the local context of Tablas, Romblon, thereby grounding the investigation in a specific and relevant setting. The rationale is coherent and reflects current educational priorities in the Philippines.

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### **Methodology:**

The use of an explanatory-sequential mixed-method design is appropriate for capturing both the quantitative patterns and the qualitative nuances of school head effectiveness. The sample size of 119 teachers provides a sufficient base for meaningful statistical analysis. The application of Spearman's rho and regression analysis is consistent with the study's aims to determine influence and relationships among variables.

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### **Findings and Analysis:**

The findings demonstrate nuanced insights into how each managerial skill domain contributes to SBM outcomes. Leadership skills, particularly in vision-setting and mentorship, emerged as the most influential—highlighting the transformational capacity of leadership in a decentralized educational structure. Interpersonal skills enhanced leadership effectiveness, while supervisory skills independently influenced SBM outcomes. The identification of community involvement and the emphasis on mentorship are both important contributions.

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### **Conclusion and Implications:**

The conclusion synthesizes the key findings and articulates actionable directions that align with the research results. The proposal of a contextualized transformational leadership model offers a theoretical and practical contribution tailored to the Philippine education system. The conclusion reinforces the importance of leadership quality and supports systemic reforms in training and community engagement.

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### **Language and Presentation:**

The manuscript is well-written, logically organized, and professionally presented. Terminology is appropriate for the academic and educational leadership domains. The flow of ideas is smooth, and the transitions between sections are clear and effective.

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### **Overall Assessment:**

This manuscript makes a valuable contribution to the field of educational leadership and management, particularly in the context of School-Based Management in the Philippines. The integration of theoretical frameworks, empirical evidence, and practical implications results in a comprehensive and insightful study. The paper is suitable for academic publication and serves as a resource for ongoing leadership development and policy enhancement initiatives.

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