RESEARCH ARTICLE

INFLUENCE OF SCHOOL HEADS' MANAGERIAL SKILLS AS TO SUPERVISORY, INTERPERSONAL, AND LEADERSHIP ONSCHOOL-BASED MANAGEMENT PRACTICES IN THEPHILIPPINES

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Manuscript Info	Abstract
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This study investigated the influence of school heads' managerial skills—specifically supervisory, interpersonal, and leadership—on the implementation of School-Based Management (SBM) practices in the Philippines. Anchored in Glickman's Supervision Theory, Katz's Three-Skill Approach, and McClelland's Human Motivation Theory, the research employed a quantitative descriptive-correlational research design. Quantitative data were collected from 119 teachers through a structured survey and analyzed using non-parametric statistical tools, including the Spearman's rho, and regression analysis.

Findings revealed that while school heads demonstrated strong supervisory and interpersonal skills, leadership skills—particularly in areas of vision-setting and mentorship—had the most substantial impact on effective SBM implementation. The study highlighted the active role of community stakeholders in school governance, although additional capacity-building efforts were recommended. Interpersonal skills were found to significantly enhance leadership effectiveness, while supervisory skills influenced SBM outcomes independently.

The study concluded that leadership quality is a critical driver of successful SBM. It recommends targeted training programs to strengthen leadership and mentoring competencies, regular monitoring of curriculum alignment, and sustained community empowerment initiatives. The research further proposes a contextualized transformational leadership model to support SBM in the Philippine educational system, emphasizing trust, collaboration, and adaptability.

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Introduction:-

In the evolving field of educational leadership, the effectiveness of School-Based Management (SBM) relies heavily on the supervisory, interpersonal, and leadership skills of school heads. These managerial competencies are central to implementing decentralized educational strategies that respond to local community needs. In Tablas, Romblon, the growing demand for effective SBM practices highlights the importance of examining how these skills contribute to school governance, curriculum planning, and institutional performance.

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Despite national reforms promoting SBM through participatory governance and accountability, many Philippine secondary schools—especially in Odiongan—struggle to move beyond minimal levels of SBM maturity. Challenges such as limited community integration and inconsistent leadership practices persist, underscoring the need to strengthen school heads' leadership capabilities. Although supervisory skills are generally well demonstrated, mentoring future leaders and fostering collaboration remain weak points.

The study found that interpersonal skills, particularly in communication and collaboration, help build trust and participatory culture in schools. However, leadership perceptions varied by age, while curriculum planning views differed by gender, suggesting the need for more inclusive and responsive leadership strategies. This diversity in perception calls for age- and gender-sensitive leadership approaches tailored to the unique profiles of teaching personnel.

Another critical issue identified is the underdeveloped role of community stakeholders in SBM. Although participation is encouraged, many stakeholders lack the training to contribute meaningfully to school visioning and improvement planning. Additionally, while schools align their curriculum with national standards, efforts to localize instruction and monitor curriculum relevance remain limited.

This study aims to bridge the gap between theory and practice by examining how the interplay of supervisory, interpersonal, and leadership skills influences SBM implementation. Drawing from Glickman's, Katz's, and McClelland's theories, the research proposes leadership development programs, mentoring systems, and capacity-building initiatives. Ultimately, it supports the adoption of a transformational leadership model that fosters inclusivity, sustainability, and community engagement in school governance.

Objectives:-
To address the challenges and deepen the understanding of school leadership in the context of School-Based Management, this study was conducted with the following objectives:
1. Describe the extent of the following skills demonstrated by the school heads:
      1.1 Supervisory Skills,
      1.2 Interpersonal Skills, and
      1.3 Leadership Skills.
2. Describe the SBM practices used by the secondary school heads in Odiongan North and South District.
3. Determine if there is any significant relationship between themanagerial skills as to supervisory, interpersonal, and leadership and the School Based Management practices manifested by the school heads
4. Determine the influence of supervisory, interpersonal, and leadership skills on the school-based management practices.

Methods:-
Research Design.
This study employed a **quantitative descriptive-correlational research design** to investigate the extent of school heads' supervisory, interpersonal, and leadership skills, and to examine their relationship with School-Based Management (SBM) practices in the Philippines. Descriptive statistics were used to determine the levels of managerial skills and SBM practices, while inferential statistical tools, such as Spearman's rho correlation and regression analysis, were used to determine the strength and significance of relationships among variables.

Research Method:-
This study employed a quantitative research method to collect and analyze numerical data related to the supervisory, interpersonal, and leadership skills of secondary school heads, as well as their School-Based Management (SBM) practices. Data were gathered using a structured questionnaire consisting of validated items measuring the extent of managerial skills and SBM implementation. The participants included teachers from the Odiongan North and South Districts, through complete enumeration sampling. The collected data were analyzed using descriptive statistics to describe the levels of skills and SBM practices, and inferential statistics such as Spearman's rho correlation and multiple regression analysis to examine the relationships and predictive influence among the variables. This method provided a systematic and objective approach to understanding how managerial skills impact SBM effectiveness.

Sampling procedure.
The sampling method used was complete enumeration. Complete enumeration was applied to find the exact distribution of a test statistic in the analysis of categorical data, making the findings more reliable, especially for small samples. The study involved 119 secondary school teachers from the secondary schools in Odiongan North

and South District namely: Libertad National High School, Gabawan National High School, Odiongan National High School, Mayha National High School, Anahao Integrated School, and Ferrol National High School. Out of complete enumeration, only 119 teachers answered the survey, resulting in a 68% response rate.
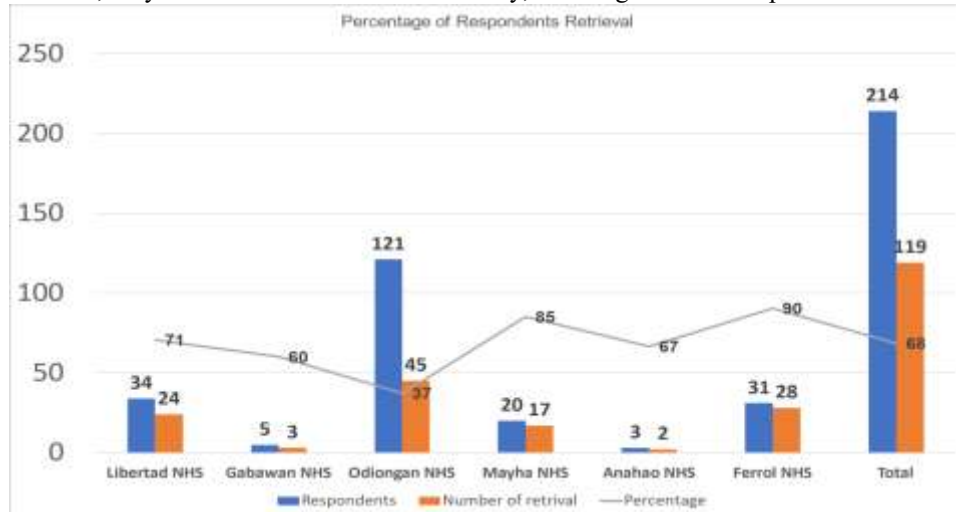

Figure 1:- Percentage of Respondents Retrieval.

Research Instrumentation.
The research instruments were developed by the researcher based on existing studies on the variables under study and were validated by six experts. The instrument was composed of four parts, each with sub-questions: supervisory skills, interpersonal skills, leadership skills, and SBM practices.

Data Analysis Techniques.
The data collected from the survey questionnaires were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, including median, and standard deviation, were used to summarize and describe the extent of supervisory, interpersonal, and leadership skills demonstrated by the school heads, as well as the School-Based Management (SBM) practices implemented. To determine the relationships between managerial skills and SBM practices, Spearman's rho correlation analysis was conducted due to the non-parametric nature of the data. Furthermore, multiple regression analysis was performed to examine the influence of supervisory, interpersonal, and leadership skills on SBM practices. All statistical analyses were carried out using statistical software, and the significance level was set at 0.05.

Data Gathering Procedures.
To conduct the study, the researcher coordinated with the Schools Division Office (SDO) of Romblon. Afterwards, the researcher visited the research locales (all public secondary schools in Odiongan North and South District) and obtained permission from the school heads to conduct the study. The rationale of the study was explained to the target respondents, and ethical considerations were strictly observed.
The researcher then distributed the questionnaires to the respondents and provided clarifications as needed while they answered. After completion, the researcher retrieved all the questionnaires and encoded the responses into a table for statistical analysis by a statistician.

Statistical Treatment of Data.
The data gathered in this study were subjected to various statistical treatments to address the research objectives comprehensively. The median was utilized to determine the central tendency of responses concerning the three managerial variables: supervisory, interpersonal, and leadership skills. To assess the variability and consistency of the responses within each managerial skill, standard deviation was computed. The Spearman's rank correlation coefficient was employed to examine the strength and direction of relationships among the supervisory, interpersonal, and leadership skills of the school heads. `Furthermore, regression analysis was conducted to estimate the predictive relationships between the managerial skills (independent variables) and SBM practices (dependent variable). All statistical tests were performed at a 0.05 level of significance using appropriate statistical software.

Results and Discussions:-

The researchers present the information, analysis, interpretation of the gathered data of the study.

Table 1.1;- Descriptive Analysis of Supervisory Skills of the School heads.

Statement on Supervisory Skills	Median	Sd	Interpretation
1. The school head effectively manages the allocation and distribution of resources among teachers based on their needs.	4.60	0.54	Strongly Agree
2. The school head encourages attendance at training and seminars for personal growth and development.	4.69	0.50	Strongly Agree
3. The school head ensures the alignment of all activities and learning experiences of students with the curriculum through regular monitoring.	4.36	0.69	Strongly Agree
4. The school head exemplifies a reward system that is fair and directly related to achieved performance.	4.74	0.49	Strongly Agree
5. The school head regularly monitors and evaluates teachers' performance.	4.72	0.47	Strongly Agree
Average Median	4.62	0.54	Strongly Agree

The data show strong support for school heads' supervisory practices, emphasizing fairness, accountability, and professional support. High ratings for performance rewards, teacher evaluation, and development indicate a culture of trust and ongoing improvement (Tschannen-Moran &Gareis, 2019; Leithwood et al., 2019). A slightly lower score in monitoring curriculum alignment suggests an opportunity to strengthen instructional leadership (Hattie &Zierer, 2018). Overall, school leadership is viewed positively and aligns with practices that boost teacher effectiveness and school success (Day & Sammons, 2018).

Table 1.2:- Descriptive Analysis of Interpersonal Skills of the School heads.

Statement on Interpersonal Skills	Median	Sd	Interpretation
1. The school head **communicates** ideas and expectations effectively **to** my teachers.	4.64	.54	Strongly Agree
2. The school head **listens** to and understands the concerns of the teachers.	4.49	.68	Strongly Agree
3. The school head **adapts** communication style **to** different individuals and situations.	4.55	.62	Strongly Agree
4. The school head **seeks** and considers feedback from others to improve interpersonal relations.	4.51	.69	Strongly Agree
Average Median	4.55	.63	Strongly Agree

Table 1.2 shows that school heads are seen as strong interpersonal leaders, especially in clear communication, adaptability, and openness to feedback (medians around 4.5). These qualities reflect emotional intelligence and a willingness to improve, fostering trust and collaboration (Goleman, 2018; Fullan, 2020; Anderson & Minke, 2017). Although listening to teacher concerns scored slightly lower, it still indicates positive engagement. Overall, these interpersonal skills support a culture of respect and teamwork, which benefits both staff morale and student outcomes (Tschannen-Moran &Gareis, 2019; Epstein, 2018)

Table 1.3:- Descriptive Characteristics of Leadership Skills of the School Heads.

Statement on Leadership Skills	Median	Sd	Interpretation
1. The school head **inspires** teachers towards achieving goals.	4.66	0.53	Strongly Agree
2. The school head clearly **articulates** a vision of the school to all personnel.	4.67	0.51	Strongly Agree
3. The school head **demonstrates** confidence in all decisions and actions.	4.59	0.55	Strongly Agree
4. The school head **mentors** and develops future leaders among teachers.	4.53	0.58	Strongly Agree
Average Median	4.61	0.54	Strongly Agree

Table 1.3 shows that school heads are highly regarded for clearly articulating a compelling school vision (median = 4.67), which effectively aligns goals and fosters staff commitment, supporting transformational leadership qualities that motivate teachers (Northouse, 2021; Leithwood et al., 2020). Their confidence in decision-making (median = 4.59) builds trust and stability, contributing to positive teacher morale and performance. Although mentoring future leaders scored slightly lower (median = 4.53), it highlights an opportunity to strengthen leadership succession through structured support (Hobson & Maxwell, 2021). Overall, the consistent high ratings (average median = 4.61) reflect school heads' visionary and emotionally intelligent leadership, fostering a motivated, confident teaching staff aligned with institutional goals (Goleman, 2018; Fullan, 2020).

Table 2.1:- Descriptive Analysis of SBM Practices in Governance by Secondary School Heads in the Philippines.

Statement on SBM Practices in terms of Governance	Median	Sd	Interpretation
1. The mechanism empowers the community to lead in the development of the VMG, guided by community aspirations and thrusts.	4.50	0.63	Strongly Agree
2. Dialogues and consensus **are** always used in formulating school policies and regulations.	4.59	0.65	Strongly Agree
3. Participation of community stakeholders in school activities is spontaneous, voluntary, and collaborative.	4.59	0.61	Strongly Agree
4. The education plan (i.e., SIP) is prepared as an integral part of the Community Development Plan with the community as initiators and leaders.	4.51	0.59	Strongly Agree
5. The school vision, direction, and aspirations **are** reviewed regularly to adjust and make them responsive to conditions and emerging needs.	4.52	0.61	Strongly Agree
Average Median	4.54	0.62	

Table 2.1 shows that SBM governance practices in Tablas secondary schools are highly participatory and community-focused, with strong median ratings around 4.54. Collaborative policy-making and voluntary stakeholder involvement (medians = 4.59) highlight a governance model based on dialogue and consensus, fostering trust and shared ownership (Epstein, 2018; Tschannen-Moran &Gareis, 2019). Community engagement in shaping the school's Vision, Mission, and Goals, as well as aligning the School Improvement Plan with local development (medians ~4.50), reflects adaptive leadership that responds to community needs (Fullan, 2020; Leithwood et al., 2020). Slightly lower scores in community leadership roles indicate room for capacity-building to strengthen active participation (Darling-Hammond et al., 2017). Overall, SBM governance in Tablas promotes collaboration and shared responsibility, aligning school goals with community aspirations and supporting sustainable educational outcomes.

Table 2.2:- Descriptive Analysis of SBM Practices in Curriculum Planning and Learning by Secondary School Heads in Tablas.

Statement on SBM Practices in Curriculum Planning and Learning	Median	Sd	Interpretation
1. The curriculum is consistent with national standards, fully contextualized to local needs, and accepted by community stakeholders.	4.64	0.52	Strongly Agree
2. A community-accepted monitoring system of learning is in place, practiced regularly for collaborative decision-making by stakeholders.	4.54	0.58	Strongly Agree
3. School assessment processes are accepted by the community and practiced regularly for collaborative decision-making.	4.52	0.57	Strongly Agree
4. There are models and practices of developing good citizenship exemplified in the community, supported by the relationship between the community and the school/learning community.	4.53	0.61	Strongly Agree
5. Pedagogy, the context of learning used for learning, is locally and collaboratively developed, compliant with national standards, and	4.51	0.59	Strongly Agree
Average Median	4.55	0.57	Strongly Agree

Table 2.2 shows that teachers perceive SBM practices in curriculum planning and learning in Tablas as highly effective, with an overall median of 4.55 (SD = 0.57). The highest-rated item—curriculum alignment with national standards while reflecting local context (median = 4.64)—balances policy compliance and cultural relevance, which is essential for student engagement (Gay, 2018). Strong community involvement in monitoring learning (median = 4.54) and collaborative assessment (median = 4.52) supports shared accountability and continuous improvement (Epstein, 2018; Anderson & Minke, 2017). The focus on citizenship development (median = 4.53) reflects a holistic education approach fostering social responsibility (Fullan, 2020). The slightly lower rating for locally developed pedagogy (median = 4.51) indicates a need for further teacher capacity-building to better tailor teaching methods to local realities (Darling-Hammond et al., 2017; Goleman, 2018). Overall, SBM curriculum planning in Tablas is participatory, adaptive, and well-aligned with both national standards and community needs, promoting academic success and stronger community engagement (Leithwood et al., 2020).

Table 3:- Spearman's Rank Correlation between Supervisory, Interpersonal, and Leadership Skills.

Variable 1	Variable 2	Spearman's rho	Interpretation	Sig. (2-tailed)	Decision
Supervisory Skills	Interpersonal Skills	0.068	No Correlation	0.462[ns]	Accept Ho
Supervisory Skills	Leadership Skills	0.206	Weak Correlation	0.025*	Reject Ho
Interpersonal Skills	Leadership Skills	0.537	Moderation	0.000[**]	Reject Ho

Legend:
Spearman's rho (|r|) | Interpretation
0.00 – 0.19 | Very weak or no correlation
0.20 – 0.39 | Weak correlation
0.40 – 0.59 | Moderate correlation
0.60 – 0.79 | Strong correlation
0.80 – 1.00 | Very strong correlation

Table 3 reveals no significant correlation between Supervisory and Interpersonal Skills (rho = 0.068, p = 0.462), suggesting these functions operate independently. Supervisory Skills show a weak but significant link to Leadership Skills (rho = 0.206, p = 0.025), while Interpersonal Skills have the strongest correlation with Leadership Skills (rho = 0.537, p < 0.001). This highlights the importance of interpersonal abilities for effective leadership, supporting Goleman's (2018) emphasis on emotional intelligence. The results suggest leadership development should prioritize interpersonal skills alongside supervisory training to foster transformational

leaders.

Table 4:- The influence of supervisory, interpersonal, and leadership skills on the school-based management practices in terms of governance, and curriculum and learning.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
	B	Std. Error	Beta			
(Constant)	-.244	.547		-.445	.657	
Leadership_skills2	.477	.112	.382	4.247	.000	Accept Ho
Supervisory_skills1	.252	.087	.215	2.908	.004	Accept Ho
Leadership_skills1	.294	.111	.244	2.657	.009	Accept Ho

a. Dependent Variable: SBM as to Govern

    F stat = 26;
    Sig of F = 0.000
    R value = 0.644
    R^2 value = 0.415

The regression analysis confirms that both leadership and supervisory skills significantly impact School-Based Management (SBM) governance, with leadership showing a moderate positive effect and supervisory skills contributing meaningfully to performance monitoring and standard maintenance. The model explains about 41.5% of the variance in governance practices, highlighting the critical role these skills play in fostering trust, accountability, and effective school governance. These findings support existing research emphasizing leadership as essential for school improvement and suggest that professional development and policy efforts should prioritize strengthening both leadership and supervisory competencies to enhance governance quality.

Finally, the suggested regression model equation for this study is:

SBMGovernance= −0.244 +0.477 × (Leadership_skills2) + 0.252 × (Supervisory_skills1) +0.294× (Leadership_skills1)

This regression model predicts the level of School-Based Management (SBM) governance based on leadership and supervisory skills, with the constant term representing baseline governance when these skills are absent. Leadership skills, shown by coefficients of 0.477 and 0.294, have a strong positive effect on governance, while supervisory skills (coefficient 0.252) also contribute positively but to a slightly lesser extent. The statistical significance of these coefficients and the model's R^2 of 0.415 confirm that leadership and supervisory skills explain a substantial portion of governance variation. This model offers practical guidance for educational leaders and policymakers by quantifying the impact of these skills, emphasizing the priority of leadership development for enhancing governance. It also supports informed resource allocation and professional growth decisions, helping schools monitor and improve governance practices to ultimately boost overall school performance and student outcomes.

Conclusions:-
This study concludes that the success of School-Based Management (SBM) in secondary schools is significantly influenced by the leadership and supervisory capabilities of school heads. The findings underscore Glickman et al.'s (2010) theory of Supervision and Successful Schools, which emphasizes that effective supervisors must possess a blend of basic knowledge, interpersonal, and technical skills—prerequisites evident in school heads' ability to manage resources, engage stakeholders, and communicate effectively to meet curriculum goals.

Additionally, the results align with Katz's Three-Component Skill Approach (1955), demonstrating that school heads employ a combination of technical skills (such as curriculum compliance and school operations), human skills (interpersonal communication and motivation), and conceptual skills (vision-setting and strategic planning). The interplay of these skills allows school leaders to navigate complex managerial roles and fosters the operational efficiency observed in SBM practices.

Furthermore, the motivational aspects highlighted in the study reflect McClelland's Human Motivation Theory (1973), where leaders recognize individual needs for achievement, affiliation, and power to effectively motivate staff. School heads' strengths in inspiring and guiding teachers correspond with fulfilling these motivational drivers, promoting higher engagement and commitment. However, the weaker focus on mentorship and capacity-building suggests a need for enhanced leadership development to better satisfy motivational needs through role clarity and growth opportunities.

Overall, these theoretical frameworks collectively reinforce the transformational leadership model as the foundation for successful SBM implementation. School heads who integrate supervisory expertise, managerial skills, and motivational strategies create adaptive, visionary, and collaborative leadership essential for sustainable school improvement.

Recommendations:-
Based on the findings and conclusions of the study, it is recommended to implement leadership development programs for young teachers and support continuous graduate education to foster professional growth. Leadership and curriculum strategies should be designed with sensitivity to age and gender to promote inclusive and equitable practices. While sustaining existing supervisory strengths, greater focus should be placed on enhancing curriculum alignment and monitoring systems. Inclusive governance must be promoted through targeted training for community members, particularly in the development of Vision, Mission, Goals (VMG), and School Improvement Plans (SIP). To improve leadership effectiveness, interpersonal skills training should be prioritized, especially in the areas of collaboration, relational dynamics, and reflective communication. Capacity-building should emphasize vision creation, strategic planning, task management, and collaborative problem-solving. Structured mentorship programs are essential to cultivate emerging teacher-leaders, while capacity-building initiatives should empower community stakeholders to actively participate in school governance and contribute to locally-inspired, nationally-aligned teaching practices. Finally, adaptive leadership strategies and best-practice SBM models grounded in the study's results should be developed to guide future educational leadership initiatives.

Acknowledgements:-

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