#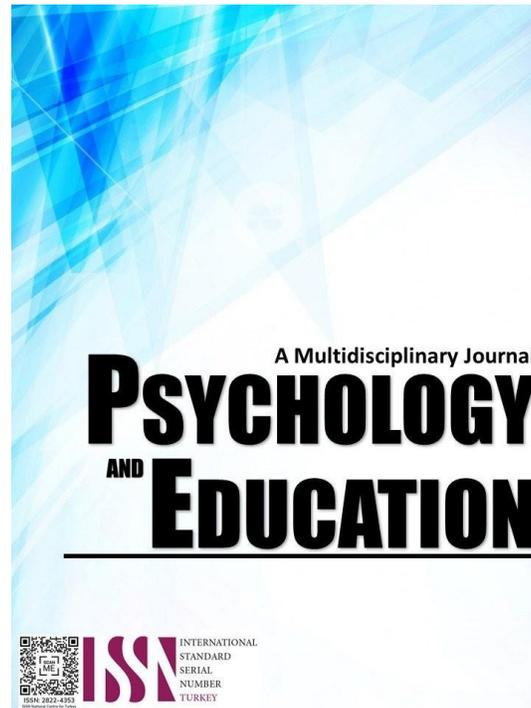 MANAGERIAL COMPETENCIES AND SKILLS OF PRINCIPALS AND THE PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN DISTRICT II, DIVISION OF BIÑAN CITY

Managerial Competencies and Skills of Principals and the Performance of Secondary School Teachers in District II, Division of Biñan City

Valeriano M. Llagas, * Sigfredo C. Adajar
For affiliations and correspondence, see the last page.

Abstract

This study examines the managerial competencies of principals and their relationship to secondary school teacher performance in District II, Division of Biñan City. Employing a descriptive-correlational research design, the study gathered data from 104 teachers across two secondary schools, using mean scores and correlation analysis to assess the relationship between principals' managerial skills—such as leadership style and decision-making—and teacher performance ratings. The hypothesis testing revealed no significant relationship between teachers' perceptions of principals' managerial competencies and their performance. Based on these findings, the study recommends that school administrators emphasize key managerial competencies, including strategic leadership and decision-making, to foster an environment conducive to enhanced teacher performance. Additionally, school leaders should explore broader factors that contribute to exemplary performance ratings, such as organizational support and effective instructional strategies. The study suggests further investigation into non-managerial factors influencing teacher performance, including organizational climate and teacher motivation, to gain a deeper understanding of performance dynamics. Future research is encouraged to broaden the scope to regional and national levels, which may provide more comprehensive insights into effective educational leadership and its impact on teaching outcomes.

Keywords: *managerial competence, teacher performance, school leadership, educational leadership, correlational analysis*

Introduction

In contemporary educational landscapes, school principals are crucial actors who shape policy implementation, governance structures, and the attainment of pedagogical goals. Their role is particularly significant in the Philippine public secondary school system, where they drive intellectual growth, disseminate knowledge, and contribute to societal advancement. Recognizing this, the Department of Education (DepEd) in the Philippines issued DepEd Order No. 24, s. 2020, "National Adoption and Implementation of the Philippine Professional Standards for School Heads," which details essential managerial skills and competencies required of school leaders (Department of Education, 2020). This directive underscores the critical role of proficient school leadership in enhancing educational outcomes and fostering an environment conducive to effective teaching and learning.

Globally, 21st-century education demands leadership that is dynamic, adaptable, and transformative to address the diverse needs of learners in an increasingly interconnected world (Gronn, 2018). These global imperatives highlight the necessity for educational leaders to possess managerial competencies aligned with evolving international standards. In response to these demands, the Philippines has implemented significant reforms, notably the K-12 curriculum, aimed at enhancing education quality and relevance. Within this framework, DepEd plays a central role in setting standards for school leadership. DepEd Order No. 24, s. 2020 emphasizes effective leadership as a driving force for educational excellence (Department of Education, 2020). However, the application of these standards and their impact on teacher performance require further investigation, as school leaders profoundly influence the educational environment and contribute to raising educational standards.

The context of Philippine public secondary schools presents unique challenges and opportunities shaped by sociocultural, economic, and geographic factors, underscoring the importance of understanding managerial competencies suited to local needs. Although the DepEd provides a comprehensive policy framework, it remains uncertain if these guidelines translate into tangible improvements in teacher performance. By exploring this relationship, this study aims to provide insights that inform policy, support career growth, and advance the collective goal of achieving high-quality education for all students. The complex interplay between school leadership, managerial competencies, and teacher performance merits thorough examination to maximize the effectiveness of educational initiatives.

In recent decades, school leadership has evolved to meet various challenges and address changing educational needs. In response, DepEd has issued orders and memos aimed at improving management and leadership practices in the public secondary education system, thus shaping the implementation of the K-12 curriculum. These reforms aim to enhance the quality and relevance of education through better-equipped school leaders who can effectively manage and support their institutions.

The Division of Biñan City's public secondary schools serve a diverse student body with varied sociocultural backgrounds and learning needs. This diversity accentuates the critical need for skilled leadership to ensure optimal school performance. To address this, DepEd has provided comprehensive guidelines delineating the necessary skills and competencies for effective school management. Notably, "DepEd Order No. 24, s. 2020," mandates clear standards for the appointment and promotion of principals, emphasizing their need to possess the qualifications, competencies, and skills required for effective leadership. Additionally, "DepEd Order No. 07, s. 2021,"

"Guidelines on The Granting of Performance-Based Bonus (PBB) For The Department Of Education (DepEd) Employees And Officials," further incentivizes high performance among school leaders by recognizing exceptional accomplishments within the educational system.

Literature on educational leadership underscores principals' substantial impact on school climate, instructional practices, and student outcomes. Effective leadership, characterized by a visionary approach and strategic direction, fosters environments that promote teacher morale, professional development, and instructional quality. However, these principles must be tailored to the unique challenges within the Division of Biñan City, which include sociocultural diversity, limited resources, and specific institutional constraints. Understanding these localized realities is crucial for implementing leadership practices that are both effective and contextually appropriate.

The shift toward managerial leadership in education reflects a broader trend toward efficiency, accountability, and innovation within governance. While this shift offers potential benefits, it also necessitates careful planning to align academic institutions' unique values and mission with managerial principles. School leaders are thus pivotal in navigating these shifts to ensure their institutions not only meet academic standards but also cultivate environments that support holistic student development.

An effective leadership style that fosters collaboration and support among staff is essential for educational success. Decision-making skills enable leaders to navigate complex governance challenges and implement policies effectively. Strategic planning in resource and budget allocation maximizes educational impact while ensuring fiscal responsibility. Curriculum planning must align with both national standards and local needs to maintain relevance and rigor. Additionally, staff supervision plays a critical role in professional development and upholding high teaching standards, while effective facilities management ensures that the school environment supports the institution's educational mission.

This study supports the goal of enhancing educational quality in District II of Biñan City by examining school leadership dynamics in light of DepEd policies. Moving beyond theoretical considerations, the study investigates the practical impacts of these policies on school leadership. The findings aim to provide actionable insights that can inform future policy decisions, support the professional growth of educators, and contribute to the collective goal of achieving quality education for all students.

Research Questions

The study aimed to examine the correlation between principals' competencies and skills and teachers' performance. Specifically, it sought to address the following research questions:

1. What are the perceived managerial competencies and skills of the principal in the following areas?
    1.1. leadership style;
    1.2. decision-making;
    1.3. resource allocation;
    1.4. curriculum planning;
    1.5. budget management;
    1.6. staff supervision; and
    1.7. facilities management?
2. How is the performance of the teachers, as measured by the Individual Performance Commitment and Review Form (IPCRF)?
3. Is there a significant relationship between teachers' perceptions of principals' managerial competencies and skills and teacher performance?
4. Based on the findings of the study, what managerial plan can be proposed to enhance school leadership and teacher performance?

Methodology

Research Design

The study involved collaboration with 104 teachers from District II in the Division of Biñan, encompassing two public secondary schools. These teachers were carefully selected as esteemed participants, offering invaluable insights into the relationship between school leadership and teacher performance. Only educators who had been employed within the district for at least a year were included to ensure that respondents possessed sufficient experience within the educational setting.

By focusing on this experienced group of educators, the study aimed to achieve a comprehensive understanding of principals' managerial competencies as they relate to teacher performance. This approach not only ensured the relevance of the responses but also aimed to enrich the research findings with perspectives grounded in real-world educational experience.

Respondents

A purposive sampling technique was used to select respondents, focusing on faculty members from the two public secondary schools within the district. The purposive sampling method allowed the researcher to target specific criteria relevant to the study's objectives,

such as teaching experience, subject expertise, and tenure within the educational institution. This technique, with a sample size of 104 respondents, allowed for an in-depth exploration of teachers' perspectives while maintaining a manageable sample size for quantitative analysis.

While the sample may not represent the entire teaching population, careful selection based on relevant criteria ensured a rich dataset for understanding key competencies in educational management. Through this purposive sampling, the study aimed to generate findings that are not only contextually meaningful but also have broader implications for educational leadership practices.

A purposive sampling technique was used to select respondents, focusing on faculty members from the two public secondary schools within the district. The purposive sampling method allowed the researcher to target specific criteria relevant to the study's objectives, such as teaching experience, subject expertise, and tenure within the educational institution. This technique, with a sample size of 104 respondents, allowed for an in-depth exploration of teachers' perspectives while maintaining a manageable sample size for quantitative analysis.

While the sample may not represent the entire teaching population, careful selection based on relevant criteria ensured a rich dataset for understanding key competencies in educational management. Through this purposive sampling, the study aimed to generate findings that are not only contextually meaningful but also have broader implications for educational leadership practices.

Instrument

The primary data collection instrument was a specially designed questionnaire. Structured to address the study's specific questions, the first section of the questionnaire focused on assessing essential areas of principals' managerial competencies. The survey instrument was validated by a panel comprising educational experts, including a Public Schools District Supervisor, a former PSDS who now works in Central Office Administration, a Principal I, and a language specialist. Their role was to evaluate the instrument based on criteria such as validity, reliability, appropriate length, relevance of response options, specificity, and clarity.

Pilot testing was conducted with a group of teachers from schools within the district that were not selected as study respondents. These teachers came from schools with annexes and extensions, thereby ensuring the pilot test did not overlap with the primary sample. The pilot responses were analyzed using Cronbach's alpha to determine the reliability of the instrument, with reliability coefficients calculated as follows:

Table 1. *Cronbach's Alpha Result Table*

Variables	Number Of Items	Reliability Result	Interpretation
Leadership Style	5	0.802	Good
Decision Making	5	0.902	Excellent
Resource Allocation	5	0.971	Excellent
Curriculum Planning	5	0.948	Excellent
Budget Management	5	0.978	Excellent
Staff Supervision	5	0.872	Good
Facilities Management	5	0.934	Excellent

The reliability results, all above 0.8, indicate high internal consistency, particularly in areas of decision-making, resource allocation, and budget management, which are essential to principals' roles. This validated questionnaire was designed to comprehensively capture teacher perspectives on principals' competencies, thereby contributing meaningful data to the study.

Procedure

The data collection process involved a structured approach to ensure the reliability and validity of data gathered from respondents. Before data collection, informed consent was obtained from all participants, affirming their voluntary participation and commitment to confidentiality.

The survey was administered in a systematic manner, allowing respondents ample time to provide thoughtful and accurate responses. Data entry and validation procedures were rigorously implemented to maintain data quality. Ethical standards, including data privacy and confidentiality, were upheld throughout the process, ensuring adherence to ethical guidelines and safeguarding participants' rights and privacy. The researcher monitored data collection closely to address any emerging issues, ensuring a smooth and compliant process.

Data Analysis

The data collected were analyzed using both descriptive and correlational statistical methods. Descriptive statistics provided a general overview of the data through measures such as mean, median, and standard deviation, allowing for a summary of central tendencies and variability within the dataset.

To assess relationships between principals' managerial competencies and teacher performance, Spearman's rank correlation coefficient (Spearman rho) was utilized. This statistical test is effective in identifying associations between ordinal variables, allowing the researcher to evaluate potential correlations between managerial skills and teacher performance. Throughout the statistical analysis, strict adherence to ethical principles was maintained to protect participant confidentiality. The results were presented clearly, with

tables and charts where appropriate, to facilitate comprehension and align with scholarly reporting standards.

Ethical Considerations

Ethical considerations were integral to this study, guiding each stage of the research process. This commitment to ethics involved obtaining formal consent from relevant authorities, including school supervisors and principals, and ensuring that all participants received clear information about the study's objectives, procedures, and benefits.

In line with the Data Privacy Act of 2012, all data provided by participants were securely stored and handled with strict confidentiality. Participants were assured that their involvement was voluntary, and they retained the right to withdraw at any point. Informed consent was gathered through a detailed communication letter outlining participants' rights and study details. This rigorous approach to ethics reflects the researchers' dedication to respecting participants' rights and fostering trust throughout the study.

Results and Discussion

Table 2. *Level of Academic Stress in terms of Group-related Characteristics*

Indicators	Mean	Adjectival Rating
My school head…		
1. motivates and inspires everyone towards academic excellence through a transformational leadership style.	4.23	Strongly Agree
2. values everyone's input and decisions are made collaboratively, reflecting a democratic leadership approach.	4.30	Strongly Agree
3. prioritizes the well-being and growth of teachers and staff, demonstrating servant leadership.	4.23	Strongly Agree
4. has a clear educational vision that unites and guides the team towards common goals.	4.24	Strongly Agree
5. adapts their leadership style to address specific challenges and needs, ensuring effective leadership in varying situations.	4.29	Strongly Agree
Overall	4.25	Strongly Agree

The data presented in Table 2 highlights an overall positive perception of the school head's leadership style, with all indicators receiving a "Strongly Agree" rating. The overall mean score of 4.25 suggests that respondents perceive their school heads to be highly competent in leadership, demonstrating qualities aligned with effective, supportive, and adaptable leadership approaches.

The slightly lower mean score of 4.23 on both indicators 1 and 3 indicates a marginally lesser perception of the school head's role in transformational and servant leadership. Despite this, the rating still remains high, affirming a strong endorsement of the school head's effectiveness in motivating staff and fostering growth. These scores suggest that while respondents may see opportunities for strengthening certain aspects of leadership, such as motivational influence and individual support, the general perception remains very favorable.

In alignment with Atasoy (2020), transformational leadership qualities were noted as prominent among school heads, further validating the survey results. Transformational leadership, which includes motivating and inspiring team members towards academic excellence, has been linked to a positive organizational culture and enhanced readiness for change. The results here mirror these findings, supporting the idea that transformational leadership positively influences teachers' perspectives on school culture and readiness for adaptation. School heads are recognized for their ability to inspire, involve, and adjust leadership strategies to match evolving challenges, reinforcing a culture that values progress and continuous improvement.

The high scores across leadership indicators also reflect a commitment among school administrators to foster a supportive, empowering environment. The principal's leadership style is seen as crucial to promoting productivity, reducing stress, and encouraging collaboration with staff. This approach has practical implications in empowering teachers to pursue professional development opportunities, such as advanced degrees and participation in national seminars. By creating a positive and proactive school culture, school heads enable teachers to enhance their competencies and bring new knowledge to their practice, ultimately benefiting student outcomes.

The findings highlight the effective leadership practices demonstrated by principals within District II, Division of Binan City. The principal's approach emphasizes motivation, goal-setting, delegation, clear communication, and teacher well-being. By using transformational and democratic leadership styles, the principal has fostered an environment where teachers feel encouraged to develop professionally, contribute to school initiatives, and achieve academic excellence. For instance, by supporting teachers' pursuits of higher education and professional certification, principals contribute to a culture of continuous improvement, innovation, and commitment to quality teaching.

This positive impact emphasizes the value of continuous professional development and supportive leadership for teacher performance and satisfaction. It is essential for school heads to consistently practice and strengthen these leadership attributes to maintain and build upon the positive, productive school culture evident in this study. A leadership approach that combines motivational support with collaborative decision-making not only empowers teachers but also aligns with educational goals, facilitating growth and sustained excellence within the school community.

Table 3. *Perceived Managerial Competence in terms of Decision-Making*

Indicators	Mean	Adjectival Rating
My school head…		
1. makes informed decisions that align with the school's goals.	4.24	Strongly Agree
2. solves problems effectively, finding solutions that benefit the school.	4.27	Strongly Agree
3. involves others when making important decisions.	4.26	Strongly Agree
4. listens to feedback and is willing to adjust decisions.	4.20	Agree
5. stays calm under pressure and prioritizes the school's best interests.	4.11	Agree
Overall	4.21	Strongly Agree

The data in Table 3 reflects a high level of perceived competence in decision-making among school principals, with an overall mean score of 4.21, indicating a "Strongly Agree" rating. The top indicators—making informed decisions aligned with school goals (4.24), solving problems effectively (4.27), and involving others in decisions (4.26)—received the highest ratings, suggesting that principals in District II, Division of Binan City are seen as competent decision-makers. These qualities align closely with effective leadership practices, highlighting a collaborative, goal-focused decision-making style that benefits the school community.

The slightly lower ratings on indicators 4 and 5, which reflect principals' responsiveness to feedback (4.20) and composure under pressure (4.11), indicate areas where improvement may be perceived as beneficial. Although still positive, these ratings suggest that while principals are open to feedback and adaptive, stakeholders see room for further enhancement in maintaining calmness during stressful situations and prioritizing the school's best interests during high-pressure decisions. These areas are essential for creating an inclusive environment where faculty and staff feel their input is valued and effective leadership remains stable under challenging circumstances.

This data aligns with findings by Torlak, Demir, and Budur (2022), which advocate for participative decision-making, especially during periods of organizational change. In practice, this approach was evidenced when the school head consulted faculty on key interventions, such as shifting to Modular Distance Learning (MDL) in response to extreme heat conditions. This adaptive and responsive decision-making ensured continuity in learning while prioritizing student and teacher well-being, demonstrating how collaboration and responsiveness are essential during rapid transitions.

In sum, the findings underscore the critical role of participative decision-making in school leadership, aligning with established best practices in educational management. School principals who actively involve their team in decisions not only build consensus but also foster a sense of ownership and community within the institution. Enhancing decision-making under pressure and responsiveness to feedback could further strengthen leadership effectiveness, supporting the successful navigation of organizational changes. This approach contributes to a resilient and collaborative school culture where stakeholders feel supported and engaged.

Table 4. *Perceived Managerial Competence in terms of Resource Allocation*

Indicators	Mean	Adjectival Rating
My school head…		
1. allocates resources wisely to meet educational needs.	4.47	Strongly Agree
2. ensures resources are distributed fairly among different school areas.	4.53	Strongly Agree
3. maximizes resource use to improve teaching and learning.	4.62	Strongly Agree
4. adapts resource allocation to changing school requirements.	4.59	Strongly Agree
5. transparently communicates resource decisions to the school community.	4.57	Strongly Agree
Overall	4.55	Strongly Agree

The data in Table 4 reflects a highly positive perception of managerial competence in resource allocation among school heads, with an overall mean rating of 4.55, indicating "Strongly Agree" across all indicators. Each indicator—allocating resources wisely (4.47), ensuring fair distribution (4.53), maximizing resource use for teaching and learning (4.62), adapting allocation to evolving needs (4.59), and transparently communicating decisions (4.57)—demonstrates stakeholders' strong confidence in the ability of school heads to manage resources effectively and equitably.

These high ratings suggest that stakeholders perceive school heads as not only efficient in meeting educational needs but also as adaptable and transparent, qualities critical for sustaining trust and accountability in resource management. The emphasis on fairness and transparency in resource allocation indicates an inclusive approach that values stakeholder trust and considers various school areas equitably. Furthermore, the highest rating, "Maximizes resource use to improve teaching and learning," underscores the priority placed on educational outcomes, aligning well with modern educational management practices that focus on optimizing resources to directly benefit students' academic experiences.

This perception aligns with the findings of Brunner, Hyman, and Ju (2020), who emphasize the role of strategic resource allocation in driving educational success. According to their research, effective resource management is central to achieving educational objectives and responding to changing needs within the school environment. For example, the allocation of significant budget portions by the DNHS school head to technology upgrades, such as computer labs, tablets, and Wi-Fi, reflects a strategic focus on preparing students for digital literacy and future careers. Such prioritization illustrates a forward-thinking approach where resources are channeled toward

immediate and impactful needs, even if other areas, like sports or arts, may receive comparatively less funding.

In summary, the data in Table 1.3 highlights a well-regarded approach to resource allocation that combines wise spending, fairness, and strategic planning to meet educational demands. This approach not only enhances teaching and learning but also fosters a transparent, responsive environment where the school community feels valued and involved in resource-related decisions. As the findings indicate, strong leadership in resource allocation is essential for building an educational institution that effectively supports its diverse student and teacher needs.

Table 5. *Perceived Managerial Competence in terms of Curriculum Planning*

Indicators	Mean	Adjectival Rating
My school head…		
1. develops a well-structured activities/programs that aligns with educational goals.	4.62	Strongly Agree
2. regularly reviews and updates the curriculum to keep it relevant.	4.61	Strongly Agree
3. ensures teachers have access to necessary curriculum resources.	4.64	Strongly Agree
4. supports innovative teaching methods within the curriculum.	4.67	Strongly Agree
5. promotes a curriculum that fosters student engagement and learning.	4.63	Strongly Agree
Overall	4.63	Strongly Agree

The data in Table 5 illustrates a highly favorable perception of school heads' managerial competence in curriculum planning, with an overall mean rating of 4.63, signifying a consensus of "Strongly Agree" across all indicators. Each indicator—developing structured programs aligned with educational goals (4.62), regularly updating the curriculum (4.61), providing necessary curriculum resources (4.64), supporting innovative teaching methods (4.67), and fostering student engagement (4.63)—reflects a strong endorsement of the school heads' proactive and thoughtful approach to curriculum management.

These ratings suggest that school heads are perceived as effective leaders in creating a curriculum that not only meets educational standards but also adapts to changing educational demands. The highest-rated indicator, "Supports innovative teaching methods within the curriculum," points to an emphasis on promoting teaching practices that are creative and adaptable, helping to enhance students' learning experiences. Such innovative approaches may include integrating project-based learning, technology-enhanced instruction, and differentiated teaching methods, all of which are central to keeping the curriculum dynamic and responsive.

In line with research by Mestry and Govindasamy (2021), which highlights the role of collaborative leadership in driving meaningful curriculum changes, these findings indicate that school heads are actively fostering a supportive and inclusive environment. By regularly reviewing and updating the curriculum, they ensure that it remains relevant, promoting both student engagement and skill-building. The investment in digital tools, such as 75-inch smart TVs and tablets pre-loaded with educational modules, reflects a commitment to interactive and personalized learning opportunities. This technological integration aligns with current educational trends aimed at improving digital literacy and preparing students for a technologically advanced society.

However, the rapid adoption of digital tools may present challenges, particularly if students have unequal access to technology outside school. While these advancements create a more engaging learning environment within classrooms, they may inadvertently deepen the digital divide among students from different socioeconomic backgrounds.

Table 6. *Perceived Managerial Competence in terms of Budget Management*

Indicators	Mean	Adjectival Rating
My school head…		
1. efficiently manages the school budget to meet financial goals.	4.61	Strongly Agree
2. allocates funds to prioritize essential educational needs.	4.63	Strongly Agree
3. monitors expenses and ensures budget compliance.	4.62	Strongly Agree
4. seeks cost-effective solutions to save resources.	4.65	Strongly Agree
5. communicates budget decisions transparently to the school community.	4.62	Strongly Agree
Overall	4.626	Strongly Agree

The data in Table 6 highlights a strong perception of school heads' competence in budget management, with an overall mean of 4.63, which corresponds to a "Strongly Agree" rating across all indicators. Each indicator—including efficient budget management (4.61), prioritizing essential educational needs (4.63), ensuring budget compliance (4.62), adopting cost-effective strategies (4.65), and transparent budget communication (4.62)—shows a high level of stakeholder confidence in the school heads' ability to manage resources effectively and responsibly.

These results suggest that school heads are seen as capable financial managers who balance strategic allocation with careful oversight. The highest-rated indicator, "Seeks cost-effective solutions to save resources," reflects a proactive approach to budget management, demonstrating the school heads' commitment to maximizing the impact of available funds. This suggests that stakeholders appreciate not only the fiscal responsibility of school heads but also their resourcefulness in finding ways to stretch the budget to benefit the institution as a whole.

The findings align with Kenno et al. (2021), who emphasize the importance of customized budgeting practices tailored to institutional

goals and constraints. The study underscores the significance of strategic financial management in public sector institutions, including educational settings, where budget decisions directly affect the institution's ability to meet its objectives. For school heads, adapting their budget management to reflect the unique needs and priorities of their school is crucial in maintaining both financial stability and educational quality.

However, balancing these enrichment activities with academic needs can be challenging, especially when resources are limited. The necessity for thoughtful prioritization underscores the complexity of budget management in schools, where competing demands often require trade-offs. Overall, these findings illustrate the importance of effective budget management in achieving educational goals, fostering a rich learning environment, and supporting both the academic and personal growth of students.

Table 7. *Perceived Managerial Competence in terms of Staff Supervision*

Indicators	Mean	Adjectival Rating
My school head…		
1. provides regular guidance and support to teachers.	4.46	Strongly Agree
2. fosters a positive and collaborative work environment.	4.47	Strongly Agree
3. evaluates teacher performance fairly and constructively.	4.44	Strongly Agree
4. offers professional development opportunities for staff.	4.43	Strongly Agree
5. encourages effective communication among the school team.	4.41	Strongly Agree
Overall	4.44	Strongly Agree

Table 7 presents data on perceived managerial competence in staff supervision, with an overall mean score of 4.44, indicating a "Strongly Agree" rating across all indicators. This suggests a high level of perceived competence in staff supervision among school heads, encompassing regular guidance, positive work culture, fair performance evaluation, professional development, and effective communication. Each indicator, including "provides regular guidance and support to teachers" (4.46) and "fosters a positive and collaborative work environment" (4.47), reflects a strong perception that school heads prioritize both professional growth and a supportive, team-oriented atmosphere. The slightly lower scores in "evaluates teacher performance fairly and constructively" (4.44) and "offers professional development opportunities for staff" (4.43) indicate a solid, consistent perception of competency across all areas, suggesting that stakeholders appreciate school heads' ability to balance mentorship with accountability.

These findings underscore the importance of school heads' roles in creating a supportive environment, as described by Renata, Wardiah, and Kristiawan (2018), who emphasize that effective supervision and guidance from principals play a pivotal role in enhancing teaching quality. The study aligns with this data, highlighting how supportive leadership and constructive feedback positively influence teaching effectiveness, creating a positive learning environment.

In practice, school heads demonstrate accountability by setting clear performance expectations and monitoring both teacher progress and student outcomes. This practice helps ensure staff are supported in achieving established goals. By regularly monitoring teacher performance and offering targeted feedback, school heads can identify improvement areas and implement professional development as needed. However, while accountability supports high standards, it may also lead to increased pressure on teachers if support and resources are not proportionate to the expectations. Addressing these potential stresses is essential for fostering a balanced environment that encourages both high performance and teacher well-being.

Table 8. *Perceived Managerial Competence in terms of Facilities Management*

Indicators	Mean	Adjectival Rating
My school head…		
1. ensures the proper maintenance of school facilities.	4.52	Strongly Agree
2. addresses facility issues promptly and efficiently.	4.50	Strongly Agree
3. promotes a safe and conducive learning environment.	4.53	Strongly Agree
4. optimizes the use of available facilities for educational purposes.	4.52	Strongly Agree
5. collaborates with stakeholders to enhance school infrastructure.	4.60	Strongly Agree
Overall	4.53	Strongly Agree

Table 8 illustrates perceived managerial competence in facilities management, with an overall mean score of 4.53, indicating a "Strongly Agree" rating across all indicators. This result reflects a high level of perceived competence among school heads in managing school facilities, suggesting that stakeholders view them as proactive and effective in ensuring proper facility maintenance, safety, and functionality to foster a conducive learning environment.

Aligned with the findings of Siswanto and Hidayati (2020), which emphasize the critical role of school heads in maintaining facilities to support educational outcomes, the high ratings in this table affirm that effective facilities management is a priority. School heads appear to emphasize not only the physical upkeep of facilities but also the broader impact of a safe and conducive environment on students' learning experiences. Siswanto and Hidayati highlight that proper planning and regular maintenance are essential in creating an effective educational setting, resonating with the strong ratings for facilities management in this table.

In practice, school heads are dedicated to ensuring routine maintenance, such as cleaning, repairs, and safety inspections, to comply with health and safety standards. An example of this commitment can be seen at Dela Paz National High School, recently recognized

by the Central Office for its exemplary practices in Disaster Risk Reduction Management (DRRM). This school is now a model for prioritizing safety and will soon be featured in a National DRRMS article, showcasing its proactive stance in ensuring a safe and prepared environment for all.

Such efforts to maintain a clean and hazard-free environment underscore the school head's role in fostering an engaging and safe educational setting. By balancing budgeting and resource allocation, school heads can consistently meet maintenance needs and safety standards, thus supporting student engagement and achievement in a well-maintained and secure school environment.

Table 9. *Test of Relationship Between Perceived Managerial Competence and Performance Rating*

Variables	Spearman rho	Degree of Correlation	p-value	Verbal Interpretation
Leadership Style	0.119	Low	0.231	Not Significant
Decision-Making Skills	0.182	Low	0.065	Not Significant
Resource Allocation	0.094	Low	0.345	Not Significant
Curriculum Planning	0.125	Low	0.207	Not Significant
Budget Management	0.145	Low	0.141	Not Significant
Staff Supervision	0.080	Low	0.419	Not Significant
Facilities Management	0.102	Low	0.303	Not Significant

Table 9 presents the test of the relationship between perceived managerial competence and performance rating, covering multiple variables, each with a low degree of correlation and a p-value above 0.05, indicating a lack of statistical significance across the board. With Spearman correlation coefficients ranging from 0.080 to 0.182, the data suggests no strong linear association between the managerial competencies of principals and their performance ratings in areas such as leadership, decision-making, resource allocation, curriculum planning, budget management, staff supervision, and facilities management.

These findings highlight that principals' competencies in these managerial areas are not strongly predictive of performance ratings, suggesting that other factors may play a more influential role. Contextual factors, school culture, and the dynamics of teacher collaboration and peer influence may be essential to understanding teacher performance more comprehensively.

Supporting this perspective, a study by Surya Permana et al. (2019) found no significant effect of leadership style on teacher competence, suggesting that while leadership style may not directly influence teacher competence, it can positively impact teacher motivation. This aligns with the idea that leadership attributes, while valuable, might not directly translate to measurable changes in competence or performance ratings.

In the case of Dela Paz National High School (DNHS) and Balayan Integrated National High School (BINHS), these findings imply that teacher performance may be largely sustained through internal support networks and peer collaboration. Teachers appear to play a critical role in fostering a culture of improvement and sharing best practices, which collectively may have a more substantial impact on teacher performance than principal competencies alone.

Given these insights, the strategic plan to enhance teacher performance focuses on several key initiatives:

Targeted Professional Development: Based on Individual Performance Commitment and Review Form (IPCRF) evaluations, specific needs will be addressed through regular workshops and training sessions tailored to identified areas for improvement.

Feedback Mechanisms: To foster continuous communication, anonymous surveys and periodic check-ins will enable open dialogue between teachers and school leadership, providing opportunities for constructive feedback and collaborative goal setting.

Goal Alignment: Ensuring alignment between individual teacher goals and broader school objectives, regular support and review sessions will monitor progress and provide targeted guidance.

Data-Informed Decision-Making: Principals will receive training on data analysis techniques to support data-driven interventions, facilitating a structured approach to supporting teacher performance.

Leadership Development: Initiatives to enhance leadership skills among principals will focus on equipping them to support and motivate teaching staff effectively.

This strategic plan is designed to elevate teacher performance, ultimately enhancing educational delivery standards within the school by focusing on both managerial competence and collaborative professional growth.

Conclusions

The findings of this study illustrate that the perceived managerial competence of school heads in various domains—including leadership style, decision-making skills, resource allocation, curriculum planning, budget management, staff supervision, and facilities management—does not significantly correlate with performance ratings. With low degrees of correlation and p-values indicating non-significant relationships, it becomes evident that these managerial competencies may not directly impact the performance metrics used to evaluate school heads in the study context. This suggests that other factors, potentially including school culture, peer collaboration among teachers, and external contextual influences, play a more prominent role in shaping performance outcomes.

The absence of significant correlation does not diminish the importance of these competencies in fulfilling school leaders' roles. Instead, it reflects the complexity of evaluating performance solely on perceived managerial competence. Notably, the findings suggest that the collective efforts and peer-supported networks among teachers have a considerable influence on maintaining and enhancing educational quality and performance. These peer networks foster a supportive environment that may offset or supplement the impact of managerial actions by school heads.

This study aligns with previous research indicating that leadership style and managerial competencies, while foundational, are not singular determinants of teacher competence or motivation. These results underscore the multifaceted nature of educational leadership, where managerial competence is one of many components contributing to the overall performance and quality of learning environments. Therefore, a comprehensive approach to evaluation—one that considers collaborative frameworks, teacher empowerment, and contextual variables—is crucial for an accurate assessment of school leaders' impact on school performance.

Based on the findings, we recommend a strategic plan that emphasizes both professional development for school heads and collaborative frameworks that leverage teacher support networks.

Enhanced Professional Development: School heads should receive continuous training tailored to key competencies, including leadership, resource management, and communication. This training should incorporate case studies and interactive modules to ensure practical application, particularly in areas where principals can have an indirect impact on teacher performance through structured support and encouragement.

Strengthen Feedback Mechanisms: A formal feedback system should be established to foster continuous dialogue between teachers and school leaders. Utilizing anonymous surveys, performance check-ins, and collaborative workshops, this system would enable constructive feedback and align leadership practices with teacher needs and expectations.

Empower Teacher Leadership: Encouraging peer leadership and mentoring can amplify teacher autonomy and enhance peer-to-peer collaboration. Supporting initiatives where teachers share best practices and mentor each other will promote a culture of collective responsibility and continuous improvement.

Resource Allocation for Facilities and Safety: To sustain a conducive learning environment, school heads should prioritize budget allocation for facility maintenance and safety measures. Emphasizing the importance of a well-maintained, safe school environment will support a positive educational atmosphere and foster a sense of security for students and staff.

Develop Data-Informed Evaluation: Implement training for school heads in data analysis techniques, enabling data-driven decisions that address specific teacher development needs. Using data to identify gaps, target support, and improve practices can lead to a more precise and responsive management approach.

References

Academic Training | Office of International Students & Scholars. (n.d.). Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The principal's role as education supervisor in improving teacher professionalism. Nidhomul Haq: Jurnal Manajemen Pendidikan Islam, 7(1), 144-155.

Arrieta, G. S. (2021). Curriculum evaluation: Inputs for principal's instructional leadership. International Journal of Social Learning (IJSL), 1(2), 147-162.

Atasoy, R. (2020). The Relationship Between School Principals' Leadership Styles, School Culture and Organizational Change. International Journal of Progressive Education, 16(5), 256-274.

Azainil, A., Komariyah, L., & Yan, Y. (2021). The Effect of Principals' Managerial Competence and Teacher Discipline on Teacher Productivity. Cypriot Journal of Educational Sciences, 16(2), 563-579. https://eric.ed.gov/?id=EJ1296586

Barrot, J. S. (2023). K to 12 curriculum reform in the Philippines: Towards making students future ready. Asia Pacific Journal of Education, 43(4), 1193-1207.

Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). Psychology Press.

Beladas, J. P., & Callo, E. C. (2023). Effective Leadership and Supervisory Skills of Principal: Predictors of Job Satisfaction among Public Elementary School Teachers. International Journal of Multidisciplinary: Applied Business and Education Research, 4(12), 4363-4378.

Bongco, R. T., & David, A. P. (2020). Filipino teachers' experiences as curriculum policy implementers in the evolving K to 12 landscape. Issues in Educational Research, 30(1), 19-34.

Brunner, E. J., Schwegman, D., & Vincent, J. M. (2023). How Much Does Public School Facility Funding Depend on Property Wealth?. Education Finance and Policy, 18(1), 25-51.

Brunner, E., Hyman, J., & Ju, A. (2020). School finance reforms, teachers' unions, and the allocation of school resources. Review of

Economics and Statistics, 102(3), 473-489.

Cadag, C. E. (2024). The Effectiveness of Individual Performance Commitment Review Form as an Evaluation Tool to Improve Teachers' Performance: Basis for Technical Assistance. International Journal of Multidisciplinary: Applied Business and Education Research, 5(2), 724-747.

Cahyono, A. S., Tuhuteru, L., Julina, S., Suherlan, S., & Ausat, A. M. A. (2023). Building a Generation of Qualified Leaders: Leadership Education Strategies in Schools. Journal on Education, 5(4), 12974-12979.

Cecilia Azorín, Alma Harris & Michelle Jones (2020) Taking a distributed perspective on leading professional learning networks, School Leadership & Management, 40:2-3, 111-127, DOI: 10.1080/13632434.2019.1647418

Chabalala, G., & Naidoo, P. (2021). Teachers' and middle managers' experiences of principals' instructional leadership towards improving curriculum delivery in schools. South African Journal of Childhood Education, 11(1), 1-10.

Curtin, L., & Egan, M. (2024). Unveiling the Context of practice: Teacher Allocation Models to support inclusion in primary schools in Ireland. International Journal of Inclusive Education, 28(2), 144-160.

Daing, C. A., & Mustapha, L. C. (2023). School administrators' instructional leadership skills and teachers' performance and efficacy in senior high schools in the national capital region, Philippines. International Journal of Educational Policy Research and Review, 11(1), 1.

De Castro, L., Lopez, A. A., Hamoy, G., Alba, K. C., & Gundayao, J. C. (2021). A fair allocation approach to the ethics of scarce resources in the context of a pandemic: The need to prioritize the worst-off in the Philippines. Developing world bioethics, 21(4), 153-172.

Department of Education. (2021). DepEd Order No. 07, s. 2021: Guidelines on the Implementation of the Performance-Based Bonus for the Department of Education Employees and Officials. Retrieved from

Department of Education. (2022). DepEd Order No. 24, s. 2022. Manila, Philippines.

Department of Education. (2022). DepEd Order No. 24, s. 2022: Adoption of the Basic Education Plan 2030.

Dewi, C., Windoro, D., & Pura, D. N. (2021). Management of Physical Education Facilities and Infrastructure. Journal of Education Technology, 5(2), 291-297.

Dieudé, A., & Prøitz, T. S. (2024). Curriculum policy and instructional planning: Teachers' autonomy across various school contexts. European Educational Research Journal, 23(1), 28-47.

Dinampo, C. L., & Balones, J. G. (2023). LEADERSHIP CHARACTER OF SCHOOL HEADS AND MANAGERIAL COMPETENCE OF HEAD TEACHERS. European Journal of Education Studies, 10(4).

Dunu, C. L. (2023). Managerial competencies of principals as predictors of teachers' job performance in public secondary schools in Anambra State. International Journal of Research in Education and Sustainable Development, 3(4), 12-24.

Elpisah and Hartini (2019). Principal Leadership Style and Its Effect on Teachers Performance. Journal Aplikasi Manajemen, Volume 17, Number 3, Pages 506–514.Malang: Universitas Bra Wijaya. http://dx.doi.org/10.21776/ub.jam.2019.017.03.15

Fiedler, F. E. (1964). A contingency model of leadership effectiveness. Advances in Experimental Social Psychology, 1, 149-190.

Galang, A. D. (2021). Teachers' critical reflections on the new normal Philippine education issues: Inputs on curriculum and instruction development. International Journal of Social Learning (IJSL), 1(3), 236-249.

Gavin, M., & Stacey, M. (2023). Enacting autonomy reform in schools: The re-shaping of roles and relationships under Local Schools, Local Decisions. Journal of Educational Change, 24(3), 501-523.

Gottfredson, D. C., Crosse, S., Tang, Z., Bauer, E. L., Harmon, M. A., Hagen, C. A., & Greene, A. D. (2020). Effects of school resource officers on school crime and responses to school crime. Criminology & Public Policy, 19(3), 905-940.

Gragasin, E. R., Gante Jr, L. I., Limos-Galay, J. A., & Lazaro, N. J. (2023). The impact of job satisfaction, anxiety, and attitude toward teaching on individual performance commitment and review form (IPCRF) rating. International Journal of Research, 11(12), 1-13.

Gronn, P. (2018). The new work of leadership. In P. Gronn (Ed.), The new work of educational leaders: Changing leadership practice in an era of school reform (pp. 1-13). London, England: Sage Publications.

Gutierrez, E. B. (2023). Performance Evaluation Practices of Select Higher Education Institution in the City of Manila: Basis for Enhancing Faculty Performance. International Journal of Multidisciplinary: Applied Business and Education Research,4(12), 4239-4243.

Habibie, M. F., Mukhtar, M., Hidayat, H., & Habi, N. F. (2023). Improving the Professionalism of Education Personnel in Jambi Province Through Principal's Supervision Skills. Journal of Social Work and Science Education, 4(3), 911-925.

Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. Journal of Educational Administration, 49(2), 125-142.

Handayani, N., Ahmad, S., & Indrawati, W. (2023). Curriculum management in elementary schools based on character education. PPSDP International Journal of Education, 2(1), 35-45.

Hine, M. G., Sheldon, S. B., & Abel, Y. (2024). "Getting things done" in community schools: the institutional work of community school managers. School Effectiveness and School Improvement, 35(1), 1-25.

Hoque, K. E., & Raya, Z. T. (2023). Relationship between principals' leadership styles and teachers' behavior. Behavioral Sciences, 13(2), 111.

Ilmi, I., Erihadiana, M., & Wanayati, S. (2023). Facilities and Infrastructure Management. EDUTEC: Journal of Education And Technology, 6(3), 626-642.

Jimenez, R. G., & Galicia, L. S. (2023). School Heads' Instructional Leadership and Emotional Competencies, and Teachers' Work Performance in Selected Public Junior High Schools. Technium Education and Humanities, 5, 45-68.

Kamaruddin, I., Djollong, A. F., Ramli, A., Akbar, M., & Hakim, A. (2023). Analysis of The Influence of School Principal Managerial Competencies on Performance Public High Schools Teachers In Indonesia. Jurnal Scientia, 12(04), 291-296.

Kenno, S., Lau, M., Sainty, B., & Boles, B. (2021). Budgeting, strategic planning and institutional diversity in higher education. Studies in Higher Education, 46(9), 1919-1933.

Khasanah, U., Kristiawan, M., & Tobari. (2019). The Implementation of Principals' Academic Supervision In Improving Teachers' Professionalism in the State Primary Schools. International Journal of Scientific & Technology Research, 8(8).

Kilag, O. K., Tokong, C., Enriquez, B., Deiparine, J., Purisima, R., & Zamora, M. (2023). School Leaders: The Extent of Management Empowerment and Its Impact on Teacher and School Effectiveness. Excellencia: International Multi-disciplinary Journal of Education (2994-9521), 1(1), 127-140.

Kinyanzii, J. M. (2023). Influence of financial management practices on the financial performance of public secondary schools in Kathiani sub-county (Doctoral dissertation).

Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's management competencies in improving the quality of education. Journal of social work and Science Education, 1(2), 181-193.

Kompri. (2015). Manajemen Pendidikan 3 [Education Management 3]. Bandung: Alfabeta.

Laiv, K., & Mardhatillah, M. (2022). Principle Managerial Competence for Improving the Quality of Teachers. Sensei International Journal of Education and Linguistic, 2(1), 20-32.

Le, A. T. H., Park, K. S., Domingo, N., Rasheed, E., & Mithraratne, N. (2021). Sustainable refurbishment for school buildings: a literature review. International Journal of Building Pathology and Adaptation, 39(1), 5-19.

Levin, S., Scott, C., Yang, M., Leung, M., & Bradley, K. (2020). Supporting a Strong, Stable Principal Workforce: What Matters and What Can Be Done. Research Report. Learning Policy Institute.

Lumby, J., & Moorosi, P. (2022). Leadership for equality in education: 50 years marching forward or marching on the spot?. Educational Management Administration & Leadership, 50(2), 233-251.

Malbas, M., Kilag, O. K., Diano Jr, F., Tiongzon, B., Catacutan, A., & Abendan, C. F. (2023). In Retrospect and Prospect: An Analysis of the Philippine Educational System and the Impact of K-12 Implementation. Excellencia: International Multi-disciplinary Journal of Education (2994-9521), 1(4), 283-294.

Mansor, A. N., Hamid, A. H. A., Medina, N. I., Vikaraman, S. S., Abdul Wahab, J. L., Mohd Nor, M. Y., & Alias, B. S. (2022). Challenges and strategies in managing small schools: A case study in Perak, Malaysia. Educational Management Administration & Leadership, 50(4), 694-710.

Mastur, M. (2023). Strategy The principal's Leadership Style in Implementing "Merdeka Belajar" in Schools. Kelola: Jurnal Manajemen Pendidikan, 10(1), 10-21.

May, L. F., Abdurrahman, A., Hariri, H., Sowiyah, S., & Rahman, B. (2020). The Influence of Principal Managerial Competence on Teacher Performance at Schools in Bandar Lampung. Tadris: Jurnal Keguruan dan Ilmu Tarbiyah, 5(1), 121-130. DOI:http://repository.lppm.unila.ac.id/22990/1/15%20May%2CHariri%20et%20al%202020%20Influence%20of%20principal%20m

anagerial%20competence.pdf

Mestry, R., & Govindasamy, V. (2021). The perceptions of school management teams and teachers of the principal's instructional leadership role in managing curriculum changes. Interchange, 52(4), 545-560.

Michell, K., Brown, N., Terblanche, J., & Tucker, J. (2022, June). The Effect of Disruptive Technologies on Facilities Management: A Case Study of the Industrial Sector. In Construction in 5D: Deconstruction, Digitalization, Disruption, Disaster, Development: Proceedings of the 15th Built Environment Conference (pp. 113-123). Cham: Springer International Publishing.

Molén, J., Kadefors, A., & Troje, D. (2023, May). Integrating Facilities Management knowledge in municipal school building: Swedish case studies. In IOP Conference Series: Earth and Environmental Science (Vol. 1176, No. 1, p. 012033). IOP Publishing.

MOON, O. (2023). Teachers' Readiness and Teaching Performance in Inclusive Education: Their Relationship to the Implementation of Inclusive Education Program. AIDE Interdisciplinary Research Journal, 6, 65-110.

Muktamar, A., Fakriah, F., Suharmono, S., Hartini, H., & Wardani, R. A. (2023). Human Resource Management in Indonesia: Bibliometric Analysis. Journal of Economic Global, 1(1), 1-13.

Mustafa, Ã. (2020). EFFECTS OF SCHOOL PRINCIPALS'LEADERSHIP STYLES ON LEADERSHIP PRACTICES. MOJES: Malaysian Online Journal of Educational Sciences, 8(2), 1-13.

Njeri, M. S., Severina, M., & Paul, G. (2023). Principal's Visionary Leadership and Financial Management in Secondary Schools in Meru County, Kenya. Journal of Education, 3(1), 14-25.

Nufus, I., Muthi, I., & Haryono, P. (2023, November). The Relationship Between Understanding of Financial Management and Problem-Solving Ability With The Performance of Junior High School Principals in Bekasi District. In International Conference on Education (pp. 609-619).

Ochanda, D. J., Musau, S. M., & Mbuva, G. K. (2023). Budgeting skills and accountability of public primary schools in Kakamega County, Kenya. International Academic Journal of Economics and Finance, 3(9), 360-373.

Pallega, L. P. (2022). Training and Development of Business Instructors about Faculty   Performance. International Journal of Multidisciplinary: Applied Business and Education Research,3(4), 507 -. https://doi.org/10.11594/ijma-ber.03.04.03

Petronio Aparijo Ordavisa, Jr., Inocencia M. Cañon, (Dev. EdD) (2020). Relevance of Instructional Supervision to Teachers and School Heads' Performance[abstract]Volume 7, Issue 1, 2020, pp.89-9.

Pfeffer, J., & Salancik, G. R. (1978). The external control of organizations: A resource dependence perspective. Harper & Row.

REGAÑON, A. B. (2023). Leadership and Managerial Competencies of Administrators in Relation to The School's Performance and Teacher's Development.https://www.ijams-bbp.net/wp-content/uploads/2023/05/1-IJAMS-APRIL-2023-22-45.pdf

Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. International Journal of Scientific & Technology Research, 7(4).

Riyadi, S., Puspitasari, T., Pramono, S. A., Setiawan, T., & Natalie, R. Y. (2023). THE INFLUENCE OF SUPERVISION PERFORMANCE AND SCHOOL PRINCIPAL MANAGERIAL COMPETENCY ON SCHOOL PRINCIPAL PERFORMANCE. Jurnal Scientia, 12(04), 251-257.

Roque, J. L. (2023). The Effect of the Implementation of School-Based Management in Decision Makers and Stakeholders of Selected Public Schools in the Philippines.

Ruloff, M., & Petko, D. (2022). School principals' educational goals and leadership styles for digital transformation: results from case studies in upper secondary schools. International Journal of Leadership in Education, 1-19.

Safrida, S., Silalahi, R. M. P., & Tannady, H. (2023). The Role of School Principal Leadership Style, Work Environment and Family Support on PAUD Teacher Performance. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(3), 2611-2618.

Saleem, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. Sustainability, 12(8), 3390.

Santi, S., Fitria, H., & Nurlina, N. (2023). The Effect of the School Leadership Style and Completeness of Infrastructure Facilities on Teacher Performance. Journal of Social Work and Science Education, 4(3), 1054-1062.

Sayao, H. J. A. (2024). Action Research Skills and Teaching Performance of Secondary English Teachers in Selected Schools of Payao District, Division of Zamboanga Sibugay: Basis for Instructional Development Plan. School Journal, 1.

Schlaffer, J., & Burge, G. (2023). The asymmetric effects of school facilities on academic achievement: Evidence from Texas bond votes. The social science journal, 60(2), 235-253.

Silla, I., Gracia, F.J., and Peiro, J.M. (2020), "Upward voice: participative decision making, trust in leadership and safety climate matter", Sustainability, Vol. 12 No. 9, p. 3672.

Simbre, A. P., Buenaventura, M. L. D., Aquino, J. M., de Vera, J. L., & de Vera, M. G. D. (2023). THE EFFECT OF SCHOOL HEADS'LEADERSHIP STYLE ON LEARNERS'PERCEPTION OF SCHOOL CLIMATE. Jurnal Aplikasi Manajemen, 21(1), 1-13.

Siswanto, E., & Hidayati, D. (2020). Management indicators of good infrastructure facilities to improve school quality. International Journal of Educational Management and Innovation, 1(1), 69-81.

Surur, M., Wibawa, R. P., Jaya, F., Suparto, A. A., Harefa, D., Faidi, A., ... & Purwanto, A. (2020). Effect Of Education Operational Cost On The Education Quality With The School Productivity As Moderating Variable. Psychology and Education, 57(9), 1196-1205.

Surur, M., Wibawa, R. P., Jaya, F., Suparto, A. A., Harefa, D., Faidi, A., ... & Purwanto, A. (2020). Effect Of Education Operational Cost On The Education Quality With The School Productivity As Moderating Variable. Psychology and Education, 57(9), 1196-1205.

Temizhan, E., Mirtagioglu, H., & Mendes, M. (2022). Which correlation coefficient should be used for investigating relations between quantitative variables? Acad. Sci. Res. J. Eng. Technol. Sci, 85, 265-277.

Torlak, N. G., Demir, A., & Budur, T. (2022). Decision-making, leadership and performance links in private education institutes. Rajagiri Management Journal, 16(1), 63-85.

Trongco, G. P., & Benolirao, E. C. (2023). Interpersonal, Leadership, and Supervisory Skills of Public School Heads. International Journal of Multidisciplinary: Applied Business and Education Research, 4(9), 3211-3222.

Ulum, M., & Mun'im, A. (2023). Curriculum Development, Guidance, and Innovation in Schools. Journal of Islamic Education, 1(1), 50-60.

UNESCO. (2021). Education for Sustainable Development Goals: Learning Objectives. United Nations Educational, Scientific, and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000367305

Usman, N., AR, M., Murziqin, R., & ZA, T. (2018). The Principal's Managerial Competence in Improving School Performance in Pidie Jaya Regency. Advanced Science Letters, 24(11), 8297-8300.

Veletić, J., Price, H. E., & Olsen, R. V. (2023). Teachers' and principals' perceptions of school climate: the role of principals' leadership style in organizational quality. Educational Assessment, Evaluation and Accountability, 35(4), 525-555.

Victor, A. A. (2017). Analysis of Principals' Managerial Competencies for Effective Management of School Resources in Secondary Schools in Anambra State, Nigeria. Online Submission, 1(4), 236-245.

Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the School Heads Leadership in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. Open Access Library Journal, 8(11), 1-15.

Yalçınkaya, S., Dağlı, G., Altınay, F., Altınay, Z., & Kalkan, Ü. (2021). The effect of leadership styles and initiative behaviors of school principals on teacher motivation. Sustainability, 13(5), 2711.

Yuniarti, Y., & Walajro, J. (2024). Measuring the impact of principals' competence and facilities on teachers' achievement in Public Vocational High Schools in Palembang City: A multivariate analysis. Nusantara Journal of Behavioral and Social Sciences, 3(1), 25-34.

Zainuddin, S.,Isa, C.R.(2019). The role of workplace fairness and information sharing in a budget setting process: An empirical study. Volume 21, Issue 2, 2019, pp.135-158

Affiliations and Corresponding Information

Valeriano M. Llagas
Dela Paz National High School
Department of Education – Philippines

Sigfredo C. Adajar
Pamantasan ng Lungsod ng San Pablo – Philippines