

Relationship of Managerial Skills Towards the School Performance of Public Elementary Schools in San Julian District: Basis for Formulation of Enhanced Strategic Implementation Plan (SIP)

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Abstract: This study assessed the relationship of the managerial skills of the school heads in San Julian District, Eastern Samar Division to the school performance. A descriptive and correlational research design and the respondents were the 12 DepEd elementary schools employed. The data used in this study were taken from 12 school heads in San Julian District, Eastern Samar Division using 25 item adopted questionnaire consisting of five indicators for the school heads managerial skills practices; (1) capacity to lead strategically, (2) managing school operations and resources, (3) focuses on teaching and learning, (4) develops self and others, and (5) builds connections. Each item has a 5-point Likert scale to which the school heads respond in about 45 minutes. Data were subjected to statistical analysis including frequency, percentage, mean, overall mean, standard deviation, and correlation test. The statistical findings revealed that the level of managerial skills of public elementary school heads across San Julian District, in terms of; capacity to lead strategically; manage school operations and resources; focus on teaching and learning; develop self and others, and build connections are high. The school performance level displayed a move towards mastery efficiency. There was a significant relationship between the level of managerial skills of public elementary school heads to the schools' performance. Based on the findings, the following are recommended: School heads' managerial skills be sustained in accordance with the key result areas (KRA) outlined in the Performance Standards for School Heads (PSSH). Regular crafting and implementation of professional development for school heads and teachers. The DepEd official further reviews of prevailing leadership practices of school heads to further enhance the school performance, teaching staff, and learners.

Keywords: Managerial skills, School Performance, Public Elementary school, correlation.

1. Introduction

Education has been one of the fundamental demands of existence thus taking it into account when assessing a nation's standing among other nations in the world. It plays a vital role in molding citizen's moral values and global competence which is now becoming a factor in determining a country's mark (Edu, 2022). According to Stadler-Altman (2015), education has been identified as one of the sustainable goals to eradicate

poverty and corruption. In addition to that, it is clear that all governments today are focused on developing educational systems and making them more useful and effective. The government makes sure that everyone has access to education on an equal basis. In the Philippines, it is mandated by the 1987 Philippine Constitution that everyone should receive free education among elementary and secondary students, and everyone must complete elementary school because it is the sole level of basic education that is made compulsory by the said law. On the other hand, a program by Hon. Ben Evardone, Governor of the Province of Eastern Samar, the Isang Pamilya, Isang Propesyonal Program, is now taking place. It aims to help families from remote barangays in the province in sending at least one college student to the nearest university and providing financial support until the student graduates and finds employment. With that being said, it is evident that education nowadays is prioritized. It is for this reason that education provides the basis for the development of the skills of the human capital designed to accomplish the strategic goals (Candido, 2022).

With the government's aforementioned initiative, school performance is now an increasing topic of debate among its stakeholders. According to Stadler-Altman (2015), a variety of intrinsic and extrinsic factors have had a significant impact on student's academic achievement. Hammond (2013) stated that administration, led by school heads, is one of the key factors that greatly contribute to school academic performance.

In order to produce students with potential parallel to the government's mission of developing human resources as a prerequisite to the development of a knowledge-based economy, schools as learning institutions should create conducive learning environments where students could acquire both academic and social skills. A conducive environment should be supported by school leaders and its stakeholders as well as the physical environment. A good leader does what is best for his or her school (Hammond, 2013).

Moreover, Muring (2014) stated that every school's success

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is influenced by the managerial abilities given to its leaders. Effective leadership affects a range of education outcomes, including school achievement, through the selection and encouragement of qualified teachers, the identification and communication of the school's vision and goals, the efficient use of resources, and the creation of organizational frameworks to support teaching and learning.

However, it was discovered last 2018 through the Program for International Student Assessment that the Philippines ranked near the bottom among 78 countries (Belmi & Mangali, 2020). Various studies were conducted to determine what causes this obtained results from the students. Mercan (2020) revealed that the students' self-efficacy and interest in education are one of the major causes of the decrease in their performance. On the other hand, Lam & Zhou (2021) that the parents and family of students play a major role in determining students' academic success while Schulze & Lemmer (2017) found that the learning environment of the students primarily affects their interest towards learning and this does not exempt the school administration.

Thus, it is on this premise that the researcher wants to determine the level of managerial skills of the school heads of public elementary schools of Eastern Samar, the academic performance of the schools, as well as their correlation.

A. Statement of the Problem

The study aims to determine the correlation between the level of managerial skills of school heads and the school performance of public elementary schools in San Julian District. Specifically, the researcher sights to address the following objectives:

- 1) Determine the level of managerial skills of public elementary school heads across San Julian District, in terms of;
 - a. capacity to lead strategically
 - b. manages school operations and resources
 - c. focuses on teaching and learning
 - d. develops self and others, and
 - e. builds connections
- 2) Determine the academic performance of public elementary schools of San Julian District;
- 3) Identify the relationship between the level of managerial skills of school heads and the school performance of public elementary schools of San Julian District.

B. Significance of the Study

The study intends to find the correlation between the level of managerial skills of school heads and the school performance of public elementary schools in San Julian District. The study is deemed significant to the following sectors:

- 1) School Heads. The study will inform the school heads how their managerial skills correlate to the academic performance of their respective schools. They will be able to understand the performance of their schools and determine if it is affected by the way they manage the school community.

- 2) Students. Students will be able to determine how schools are performing. By understanding the correlation between the managerial skills of school heads and the academic performance of their schools, they will gain a favorable environment in which they will learn comfortably and effectively.
- 3) Stakeholders. Stakeholders, particularly the Department of Education will have a bigger picture of how the school performance is affected by a lot of factors, one of which is the managerial skills of school heads. In this case, they will be able to provide enrichments, interventions, seminars, trainings, workshops, and other programs that will benefit not only the school heads but the whole school community. This study will help them improve the supervision of public elementary schools.
- 4) Future researchers. The knowledge that will be derived from this study may serve as a reference for similar studies in the future.

C. Scope and Delimitation of the Study

The study will focus on the managerial skills of school heads and their relationship to the school-based performance of public elementary schools in the San Julian District. The managerial skills focused in this study are as follows: (1) capacity to lead strategically, (2) managing school operations and resources, (3) focusing on teaching and learning, (4) developing self and others, and (5) building connections. Specifically, the managerial skills of school heads will be determined through a survey questionnaire.

Furthermore, the academic performance of public elementary schools will be determined by their total MPS for the first quarter of the school year 2023 – 2024. This study will take no account of the school head's socio-economic background, not their racial or ethnic background.

D. Theoretical Framework of the Study

The study is mainly grounded to the Instructional Leadership Model of (2015). The said model asserts that in an institution, there are a lot of factors affecting the performance of students, and that includes the administration. (2015) argued that the administration, which includes the school head of the institution, greatly affect in creating a conducive environment for students which will later affect their performance. Ozmusul (2015), in his Unblocking Leadership Model, claimed that creating a healthy leadership and management in the school is crucial in preparing the students achieve their best. Leaders should play more active role in organizing and coordinating instruction to ensure a progressive institution.

E. Conceptual Framework of the Study

Figure 1 shows the conceptual framework of managerial skills of school heads and school performance of public elementary schools in San Julian District. From the figure above, it can be said that the school performance of public elementary school is clearly dependent on the managerial skills of school heads. With that, the study is trying to seek the relationship between the two presented variables. Finally, the

relationship of the two variables will then be the basis for the formulation of the enhanced SIP.

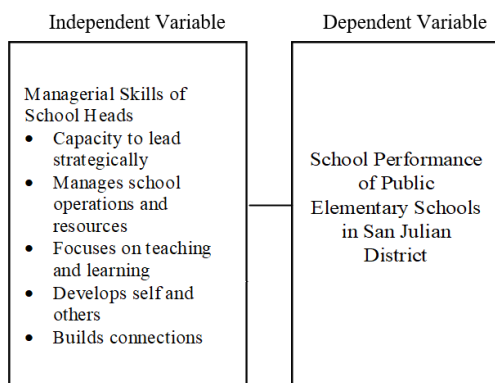


Fig. 1. Conceptual framework of managerial skills of school heads and school performance

2. Methodology

A. Research Design

This study will employ the descriptive correlational design to determine the relationship of the managerial skills of school heads and school performance. The managerial skills of the school heads will be described first as well as the school performance before determining their relationship.

B. Locale of the Study

This study will be conducted in the whole San Julian District, Eastern Samar Division. The district is composed of twelve public elementary schools, namely Casoroy Elementary School, Nena Elementary School, Caruyagon, Elementary School, Putong Elementary School, Campidhan Elementary School, Libas Elementary School, San Julian Central Elementary School, Lunang Elementary School, Pagbabangnan Elementary School, San Isidro Elementary School, San Miguel Elementary School, and Bunacan Elementary School.

C. Respondents of the Study

The respondents of the study will be the school heads of the different public primary schools in San Julian District distributed as follows;

D. Sampling Procedure

Table 1

Public Elementary School	Number of School Heads
Casoroy Elementary School	1
Nena Elementary School	1
Campidhan Elementary School	1
Caruyagon Elementary School	1
Putong Elementary School	1
Libas Elementary School	1
San Julian Central Elementary School	1
Lunang Elementary School	1
Pagbabangnan Elementary School	1
San Isidro Elementary School	1
San Miguel Elementary School	1
Bunacan Elementary School	1
Total	12

In this research study, purposive sampling, specifically the total population sampling will be utilized. The researcher opt to

use this sampling method for the reason that the population size is very small. The researcher will include all the population, the schools head of the different public primary schools in San Julian District.

E. Research Instrument

In this study, an adapted survey questionnaire from Leadership Practices of School Heads in Public Schools by Dellomas & Deri (2022) will be used to described the respondents' managerial skills, in terms of (1) capacity to lead strategically, (2) manages school operations and resources, (3) focuses on teaching and learning, (4) develops self and other, and (5) builds connections. The questionnaire is composed of 25 questions, five items on each mentioned skill. The questionnaire is in a form of a 5 – point liker scales as follows: Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N), Disagree (D), and Strongly Disagree (SD).

Retrospective record review will be utilized by the researcher to describe the school performance for the first quarter, school year 2023 – 2024.

F. Gathering Procedure

The study will follow multiple steps in order to obtain primary data for the study. The researcher will send a letter both to the administration of Eastern Samar State University – Main Campus and San Julian District asking permission to conduct the study. Upon approval, the researcher will then abruptly begin to send letters to the respondents of the study. With this, the researcher will immediately distribute survey questionnaires to the respondents who signed the letter of approval. The questionnaire will then be retrieved from the respondents within the day of distribution.

G. Measurement of Variables

The respondents' responses on managerial skills will be measured by calculating the mean for every item/statement in the questionnaires and a grand mean will also be used to summarize and describe their responses for each managerial skill. The following scale will be used to interpret the level of managerial skills of the respondents.

Table 2

Scale	Interpretation
4.50 – 5.00	Very High
3.50 – 4.59	High
2.50 – 3.49	Average
1.50 – 2.49	Low
1.00 – 1.49	Very Low

The following scale will be used in describing the total MPS of each public primary schools of San Julian District.

Table 3

MPS	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 – 4%	Absolutely No Mastery

The following scale will be used in determining the relationship the managerial skills of school heads and the school performance. The scale below was adapted from Turney, S. (2022).

Table 4

Correlation Coefficient	Interpretation
0.00	No correlation
±0.01 to ±0.20	Very low positive/negative correlation
±0.21 to ±0.40	Low positive/negative correlation
±0.41 to ±0.70	Moderate positive/negative correlation
±0.71 to ±0.90	High positive/negative correlation
±0.91 to ±0.99	Very high positive/negative correlation
±1.00	Perfect correlation

H. Data Analysis

Average mean, frequencies, and percentages will be used by the researcher to summarize the responses from the respondents. The three (3) mentioned statistical tools will be used to describe the managerial skills of the school heads and the school performance. Finally, Pearson-product Moment of Correlation will be used to find out the correlation between the managerial skills of school heads and school performance.

I. Ethical Consideration

Before the conduct of the study, the researcher will adhere to utmost ethical considerations. Consent from the participant will be asked before administering the questionnaires. The researcher will assure data confidentiality to the respondents to avoid leakage of their responses. The researcher will not ask for the names of the respondents to ensure to ensure privacy and

security.

3. Results and Discussion

A. Level of Managerial Skills of Public Elementary School Heads across San Julian District

The study focused on the level of managerial skills of public elementary school heads across San Julian District for the school year 2023-2024. The first objective of this study is to determine the level of managerial skills of public elementary school heads in terms of; the capacity to lead strategically; manage school operations and resources; focus on teaching and learning; develop self and others, and build connections.

B. Capacity to Lead Strategically

Table 5 shows the influence of school heads on their managerial skills in public elementary across San Julian District during the school year 2023-2024. It could be seen in the table that; the capacity to lead strategically was “High” in all categories of managerial skills of public elementary school heads as reflected by high Overall-means (3.61) and high standard deviation (0.466) as seen in items 1 and 5. This implies that the school heads collaborate with the planning team to create and execute school plans that follow institutional goals and policies. This interactive process also helps the school heads employ existing monitoring and evaluation processes and tools to enhance student success. This finding agrees with Nichols, (2019), that everyone in the field in challenged when it comes to establishing a culture of teaching and lifelong

Table 5
Level of managerial skills of public elementary school heads in terms of capacity to lead strategically

Capacity to Lead Strategically	Mean	Std. Deviation	Interpretation
School head communicates the DepEd vision, mission, and core values to the wider school community to ensure shared understanding and alignment of school policies, programs, projects, and activities.	3.67	0.47	High
School head develops and implement with the planning team school plans aligned with institutional goals and policies.	3.66	0.557	High
School head undertakes policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations, and issuance.	3.62	0.553	High
School head utilizes available monitoring and evaluation processes and tools to promote learner achievement.	3.61	0.506	High
School head implements programs in the school that support the development of learners.	3.50	0.582	High
Over-all Mean	3.61	0.466	High

Table 6
Level of managerial skills of public elementary school heads in terms of the manages school operations and resources

Manages school operations and resources	Mean	Std. Deviation	Interpretation
School head utilizes school data and information using technology, including ICT, to ensure efficient and effective school operations.	3.12	0.721	Average
School head oversees facilities and equipment in adherence to policies, guidelines, and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	2.79	0.866	Average
School head supervises staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	3.23	0.847	Average
School head manages finances adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.	2.94	0.879	Average
School head ensures school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction.	3.23	0.515	Average
Over-all Mean	3.06	0.649	Average

Table 7
Level of managerial skills of public elementary school heads in terms of focuses on teaching and learning

Focuses on teaching and learning	Mean	Std. Deviation	Interpretation
School heads assist teachers in the review, contextualization, and implementation of learning standards to make the curriculum relevant for learners.	3.92	0.268	High
School head uses validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	3.82	0.441	High
School head manages a learner-friendly, inclusive, and healthy learning environment.	3.88	0.366	High
School head implements learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel, and the community.	3.50	0.582	High
School head provides technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	3.50	0.582	High
Over-all Mean	3.72	0.447	High

Table 8
Level of managerial skills of public elementary school heads in terms of develops self and other

Develops self and other	Mean	Std. Deviation	Interpretation
School head sets personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Head.	3.22	0.708	Average
School head participates in professional networks to upgrade knowledge and skills and to enhance practice.	3.40	0.732	Average
School head implements professional development initiatives to enhance strengths and address performance gaps among school personnel.	3.22	0.708	Average
School head implements a school reward system to recognize and motivate learners, school personnel, and other stakeholders for exemplary performance and/or continued support.	3.53	0.535	High
School head implements the performance management system with a team to support the career advancement of school personnel, and to improve office performance.	3.63	0.502	High
Over-all Mean	3.40	0.637	Average

learning in schools. Likewise, Leithwood, Harris, and Hopkins, (2020) argue that school leaders need to pursue the planned path, strengthen their capacity to create organizational objectives and development targets, analyze success, and gain information on quality standards.

C. Manages School Operations and Resources

As can be seen in Table 6, the practice of school heads on their managerial skills in public elementary across San Julian District in terms of manages school operations and resources had a lower Overall (3.06) and high standard deviation (0.649) as seen in items 1 and 5 were interpreted as “Average”. These findings indicate a need for additional training and exposure for school principals in activities that will enable them to collaborate with the broader school community in effectively managing school safety for disaster preparedness, mitigation, and resilience, thereby ensuring the uninterrupted delivery of instruction. This finding is supported by Ezeubor et al. (2018) discovered that principals must outsource funds internally or externally to provide teachers with a safe working atmosphere that allows them to demonstrate their best qualitative teaching. Moreover, DepEd Order No. 24, s.2020, overseeing school operations and finances, concentrating on teaching and learning, improving self and others, and building professional networks.

D. Focuses on Teaching and Learning

Table 7 showed the level of managerial skills of public elementary school heads in terms of focuses on teaching and

learning had a high overall mean (3.72) and high standard deviation (0.447) as seen in items 1 and 5 were interpreted as “High”.

These findings revealed that school heads find it hard to integrate career awareness and opportunities in the provision of learning experiences aligned with the curriculum. On one hand, school heads regularly practiced their role in ensuring a review, contextualization, and implementation of learning standards to make the curriculum relevant for learners. As evidenced by its high weighted mean of 3.92. Hou, Cui, & Zhang (2019) concluded that school administrators consistently champion a 21st-century learning environment that caters to the diverse learning needs of all students and fosters positive human relationships essential for effective learning. This statement was by the results of the study the school head managerial skills have categories and they are effectively used in schools.

E. Develops Self and Other

The school heads managerial skill is presented as the level of practiced in school performance for their manifestation to develops self and others. As reflected in Table 8, shows “School head implements the performance management system with a team to support the career advancement of school personnel, and to improve office performance” obtained the highest mean (3.63) with a standard deviation (0.502) which is interpreted as “High”. These very encouraging findings reflected managerial skills, that school heads bring hardships and issues to increase their engagement and try to assist in various levels and types of

Table 9
Level of managerial skills of public elementary school heads in terms of builds connections

Builds Connection	Mean	Std. Deviation	Interpretation
School head builds constructive relationship with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners.	3.72	0.448	High
School head manages school organizations, such as learner organizations, faculty clubs and parent-teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals.	3.71	0.918	High
School head exhibits inclusive practices such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance, and respect.	3.50	1.118	Average
School head communicates effectively in speaking and writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration and support.	3.79	0.406	High
School head initiates partnership with the community, such as parents, alumni, authorities, industries, and other stakeholders, to strengthen support for learner development, as well as school and community improvement.	3.72	0.448	High
Over-all Mean	3.68	0.667	High

Table 10
Summary of level of managerial skills of public elementary school heads

	Over-all Mean	Std. Deviation	Interpretation
Capacity to lead strategically	3.61	0.466	High
Manages school operations and resources	3.06	0.649	Average
Focuses on teaching and learning	3.72	0.447	High
Develops self and other	3.40	0.637	Average
Builds connections	3.68	0.667	High
Grand Mean	3.49	.573	Average

practiced in developing self and others. However, School head implements professional development initiatives to enhance strengths and address performance gaps among school personnel attain the lowest mean (3.22) with a standard deviation (0.708) which is interpreted as “Average”.

Based on the finding, the over-all-mean of school heads managerial skills in the develops self and others is 0.637 with a standard deviation (of 0.637) which is interpreted as “Average”. This implies that the school heads demonstrated significant contributions to the success of professional networks to upgrade knowledge and skills and to enhance practice. This finding is supported by the study by Dellomas, and Deri, (2022), that school heads in general, rarely implement a school reward system to recognize and motivate teachers, students and stakeholders for their exemplary performance. Hence, Akram, (2019), pointed out, that school heads have the freedom to decide how much and what kind of education to impart, with the goal of producing students who will later be able to actively participate in their communities and possess competitive lifelong skills. These teachers were aware of the major issues regarding ICT in education and were unsure of how these issues might play an important role in the future. These teachers were not exactly sure of the adaptation and administrative work of kindergarten teachers’ challenges brought forth by implementing ICT in education.

F. Builds Connection

This part reveals the practice of the school heads managerial skills in terms of building connections. Table 9 reveals that all indicators for the level of managerial skills of public elementary school heads were interpreted as “High”. This is an indication that they were participative as their overall mean a (3.68) with a standard deviation (of 0.667) which is interpreted as “High”. This suggests that school heads actively foster collaborations

with stakeholders to enhance support for school improvement. The backing primarily originates from local government units and, to some extent, private individuals and organizations. This finding is in line with the study of Dellomas and Deri, (2022), suggested that school heads may harness the skills of the teachers and other stakeholders to step into shared-governance of the school. It supports Ahmad and Batool (2018) and Anabo & Rapada Jr (2024) claim that a variety of factors, such as the principal's behavior, students' emotional needs, low pay, the school community, time restraints, difficult curriculum issues, national test pressures, a lack of parental support, and insufficient administrative support, affect how well students perform in class.

This sub-section presents the summary of the level of managerial skills in public elementary across San Julian District. More precisely, Table 10 reveals that the respondents had an interpretation of "Average" with a Grand Mean of 3.49. To examine, the level of “Manages school operations and resources” had the lowest mean of 3.06 which is interpreted as “Average”. It suggests that there may be areas within this aspect that need attention and improvement. This could indicate that the effectiveness of school leaders in efficiently handling school operations and allocating resources is perceived as average by the respondents in the study. To address this, it may be necessary for school administrators to focus on enhancing their skills and strategies related to managing various aspects of school operations and resources.

G. School Performance of Public Elementary Schools of San Julian District

The second objective was to determine the school performance of public elementary schools of San Julian District, overall mean percentile scores were utilized.

School Performance. Table 11 shows the frequency

Table 11
The school performance of public elementary schools of San Julian District

Range	Frequency (N = 117)	Percent	Mean	Standard Deviation	Performance level
96-100	0	0	84.83	.307	Moving
86 – 95	5	41.66 %			Towards
66 – 85	7	58.34 %			Mastery

Table 12
Test on the significant relationship between the level of managerial skills of school heads to the school performance

Variable	Academic Performance		Interpretation	Decision
	Pearson's r	p-value		
Capacity to lead strategically	0.6331	**< .0449	Significant	Reject Null
Manages school operations and resources	0.8090	**< .0341	Significant	Reject Null
Focuses on teaching and learning	0.7034	**< .0151	Significant	Reject Null
Develops self and other	0.8904	**< .0428	Significant	Reject Null
Builds connections	0.6129	**< .0271	Significant	Reject Null

**Significant at 0.05

distribution of mean percentile scores of the school performance of public elementary schools in San Julian District. The scores of school performances on mean percentage score showed that most of them 7 or (58.34 %) had ranged from 66 - 85 interpreted as “Moving towards Mastery”. There were 5 (41.66 %) schools who scored “Closely Approximating Mastery” in performance and no schools scored “Mastered” performance. Findings indicate that school performance displayed a move towards mastery efficiency. This further implies that they exhibited a very reasonable school performance. School performance may not only be influenced by the managerial skills of their school administrator but also influenced by some other factors (Pepito & Acibar, 2019). This finding is true according to Atienza (2018) claim that school performance is the product given by the students and usually expressed through school grades while Nicholas (2019) defined school performance as a measurement of the indicative and responsive skills that conveys what a person has learned as a result of educational or training process in an estimated manner.

H. Relationship Between the Level of Managerial Skills of Public Elementary School Heads to the School Performance of Public Elementary Schools of San Julian District

As the variables were not normally distributed and the assumption of linearity was markedly violated, Pearson r Coefficient of Correlation was computed to examine the inter-correlations of the variables.

Table 12 shows that the computed r values signify a positive estimate for the evident level of managerial skills of public elementary school heads. They are significantly correlated with the capacity to lead strategically, $r = .6331, p = .0449$; manages school operations and resources, $r = .8090, p = .0341$, focuses on teaching and learning, $r = .7034, p = .0151$; develops self and other, $r = .8904, p = .0428$, and builds connections; $r = 0.6129, p = .0271$. This is an implication that the level of managerial skills of public elementary school heads was significantly associated with their school's performance in the new normal.

Therefore, the null hypothesis which states that there is no significant relationship between the level of managerial skills of public elementary school heads was significantly associated with their schools' performance in the new normal was rejected. This means that all the practices initiated and implemented by the school heads are effective in their managerial skills in the

supervision and management of school for public elementary schools in San Julian District, Eastern Samar Division. This finding is similar to the study of Gamala, and Marpa, (2022) shows a significant finding on the managerial skills of school heads and school performance. analyzes the home environment, parental expectation, parental involvement, academic stimulation, and parental encouragement significantly affect secondary school students on their academic achievement. Likewise, Hou, Cui, & Zhang (2019), proposed that school principals should acquire the knowledge of when and where to apply suitable leadership styles in response to the dynamic nature of school environments. Similarly, Muiruri, (2019), clarified that principals should effectively support teachers by aiding them in extracting curriculum-based schemes of work and by offering or improvising suitable instructional materials for diverse topics.

4. Conclusion

This study assessed the relationship of the managerial skills of the school heads in San Julian District, Eastern Samar Division to the school performance. The study employed a descriptive and correlational research design, and the respondents were the 12 DepEd elementary schools, focusing on the following:

The first objective of this study is to determine the level of managerial skills of public elementary school heads across San Julian District, in terms of; capacity to lead strategically; manages school operations and resources; focuses on teaching and learning; develops self and other, and builds connections. The second objective was to determine the school performance of public elementary schools of San Julian District, overall mean percentile scores were utilized. Third, to find out a significant relationship between the level of managerial skills of school heads and the school performance of public elementary schools of San Julian District. On the ground of statistical analyses and computation made, the following findings on the test surfaced: Level of managerial skills of public elementary school heads across San Julian District, in terms of; capacity to lead strategically; managing school operations and resources; focuses on teaching and learning; develops self and other, and builds connections are high. The school performance level displayed a move towards mastery efficiency. There was a significant relationship between the

level of managerial skills of public elementary school heads to the school's performance.

Based on the findings of the study, the following conclusions were drawn:

- 1) In general, the level of managerial skills of school heads is average in handling school operations. It suggests that there may be areas within this aspect that need attention and improvement.
- 2) The school performance level of DepEd elementary schools obtained a moving towards mastery rating.
- 3) The level of managerial skills of school heads was significantly associated with the schools' performance.

5. Recommendations

The foregoing conclusions served as the basis for the following recommendations:

- 1) School heads' managerial skills be sustained in accordance with the key result areas (KRA) outlined in the Performance Standards for School Heads (PSSH).
- 2) Regular crafting and implementation of professional development for school heads and teachers.
- 3) The DepEd official further reviews prevailing leadership practices of school heads to further enhance the school performance, teaching staff, and learners.
- 4) Researchers may conduct a study on the effectiveness of using a comprehensive professional development plan in developing or enhancing the managerial competencies of the school heads.

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