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### RESEARCH ARTICLE

#### MANAGEMENT SKILLS OF EDUCATIONAL LEADERS AS RELATED TO SCHOOL PRODUCTIVITY

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#### Abstract

The main purpose of this study was to determine the level of educational leaders' management skill, their strengths and weakness as related to school productivity. This study used a descriptive method of research that involved the participation of three hundred fifty-one (351) teacher-respondents. The validated survey instruments containing 100 items that covered the ten assigned management skills such as collaborating, communicating, delegating, financing, innovating, leading, mentoring, monitoring, planning and problem-solving; and the level of school productivity in terms of teaching productivity as to teachers' efficacy and satisfaction, school performance as to awards and recognition and school management as to school culture and participation. The findings and the result of the study revealed that the variation to school productivity is explained by the educational leaders' management skills such as collaborating, communicating, financing, innovating, leading, monitoring, planning and problem solving. It also revealed that school productivity does not vary with delegating and mentoring skill of educational leaders. Among the cited skills of educational leaders, mentoring, financing and delegating got the lowest over-all mean. It is concluded that educational leaders' management skills have significant relationship to school productivity. This study recommends the reskilling and up-skilling of educational leaders' management skills.

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#### Introduction:-

In educational institution like especially the public school, management is the plays essential role in running the system and the educational leader is the key to make this role viable. It is where all the internal and external resources can be used in attaining the institution's goals and vision and fulfilling its mission.

Elevating the educational ranking does not merely rely on the students' performance on different examination locally and internationally. It is a collective effort of students, through their teachers, the stakeholders and through educational leaders.

Words from Castillo (2019) a School Safety Consultant, said that the principals of K-12 curriculum must be of the most effective leaders in the world to be successful in managing the schools.

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Educational leaders as head of the institution should possess management skills that can surpass the expectations of the demanding society of today.

To be an effective educational leader all school heads must have to share the common traits such as managing risk, active listening, priority management, empower others, delegate more tasks, act decisively, motivate change, communicate clearly, promote the vision and educator first then administrator second.

According to United Nations Sustainable Development Goal (2015), the Sustainable Development Plan envisioned of achieving inclusive and quality education for all. It reaffirmed the belief that the most powerful and proven vehicles for sustainable development is education in itself. The goal is to ensure that all have accesses to complete primary and secondary education by 2030. It also aims to supply equal access to affordable vocational education, to eliminate gender and wealth disparities, and achieve universal access to a top quality education.

This indicates that education must be of quality. Quality education needs quality school heads with quality management skills to produce quality output in terms of quality teaching personnel, quality resources, and quality graduates and of quality partnership.

In the Educational System of the Philippines, the functions, duties and responsibilities of school head are cited on Republic Act 9155 entitled Governance of Basic Education Act of 2001, which main policy is to protect and promote of the right of all citizens to quality basic education that is accessible to all by providing free and compulsory education in the elementary and secondary level that includes alternative learning systems for out-of-school youth and adult learners. Thus, the basic education's goal is to supply learners with the talents and skills, acquired knowledge and values to become caring, self-reliant, productive and patriotic citizens.

But are these functions, duties, and responsibilities taken into actions? Are all these feasible? Do the management skills of school head can drive the school to be of quality institution?

Most of the teachers are unaware or have a little knowledge on the management system being implemented in the school or some do not have the courage to ask nor to condemn what they have observed. Teachers wanted to be involved and take as integral part of the system. Awareness of the strengths and weakness of the educational leaders must be of consideration. Their management skills that can contribute to the productivity of the school must be strengthens and those weaknesses must be addressed to improve the performance of the school in general.

Reflection of the management skills of the educational leaders cannot be seen by school leaders themselves but to those around them and to those within system.

This study entitled "Management Skills of Educational Leaders as Related to School Productivity" aims to deeply understand how management skills affect the school productivity and able to identify the strengths of educational leaders towards school success and weakness that somehow hinder the good and effective management.

### **Objectives:-**

This study aims to determine the management skills of educational leaders as related to school productivity. Specifically, it sought to answers the following questions:

1. What is the mean level of educational leaders' management skills in terms of collaborating, communicating, delegating, financing, innovating, leadership, mentoring, monitoring, planning and problem solving?
2. What is the mean level of school productivity in terms of teaching productivity as to teachers' efficacy and teachers' satisfaction, school performance as to awards and recognition and school management as to school culture and school participation?
3. Is there significant relationship between educational leaders' management skills and teaching productivity?
4. Are the educational leaders' management skills having significant relationship on school's performance?
5. Is there significant relationship between educational leaders' management skills and school management?
6. Do educational leaders' management skills having significant relationship as related to school productivity?

**Methodology:-**

The study is descriptive correlation design and survey method was utilized. Data to satisfy the objectives were elicited from a survey questionnaire. The locale is confined with the 351 selected teachers from the Division of Calamba City. Collected data were mainly analyzed through descriptive statistics such as mean, standard deviation and Pearson R correlation.

**Literature Review:-**

In school setting educational leaders' management skills is defined as contributing factor in school productivity. Thus, their level of management skills must satisfy the needs of the learners, the teachers, the staff and the community and the school in general.

According to Caskey (2014), she suggested strategies to revitalize the collaboration in schools by creating a truly shared vision and goals, developing sense of community, identifying the group norms, discuss and have dialogues and works through conflict.

The conclusion of ER (2016) drawn up that, teachers perceived communication as a daily requirement instead of a tool for developing the school. The results from this study powerfully point out the need to improve an interface between principal and teachers that can allow for open two-way communication. It also recommended that the educational leader needs an opportunity to develop his or her interpersonal communication skills for establishing clear, eloquent and two-way communication with teachers.

Wilhem (2015) defines effective delegation as an essential skill set for any principal's efficiency — and even survival.

Principals must now add to their repertoire of skills, financial expertise, resource management, detailed understanding of building and maintenance issues, and knowledge of accountancy, considerable committee expertise and a range of management skills- Hansraj (2007).

To make sustained school improvements, innovation leadership enhanced the quality of education; it can be happened if there is readiness to change, in innovation itself-Ubaidillah (2018).

Darling-Hammond (2009), stated that leaders who are effective often have a distributed leadership approach.

Hobson et.al (2015), drawn that mentoring enabling teachers to talk about a range of difficulties that they experience; supporting teachers' emotional wellbeing; helping teachers develop general pedagogical techniques including assessment strategies; helping teachers develop their skills of critical reflection; helping develop teachers' subject pedagogy; providing access to teaching resources and equipment; helping teachers to plan and develop skills of planning lessons and/or schemes of work; and helping teachers to develop their subject or vocational knowledge.

Monitoring is seeing if you are doing what you said you would do and done in a systematic approach to overseeing planning, learning, and teaching- Miller (2017).

Fauzi (2018) concluded that planning is related to school management as a whole. It begins with the annual school programs preparation, and is conducted at the beginning of the academic year done by teachers during their learning techniques as well as the application of teachers' training programs such as preparations of tools for learning and development of the curriculum.

In the study of Khan (2012), managerial skill of problem solving of the school heads is not given proper attention. The heads are not solving the problems of teachers and students in matters teaching and learning. So it is reasonable to conclude that the managerial skill is ignored at secondary schools. Therefore, the researcher recommends that it should be given proper attention and the heads should solve the problems of the stake holders regarding education to have better performance.

The level of school productivity can be measured by teaching productivity, school performance and the school management.

Anchored to the review conducted by Gkolia (2014), Teachers are led to believe they can accomplish a task or behavior when they achieve realistic encouragement or discouragement and become more likely to exert greater effort to become successful. To increase teachers' efficacy acceptance of colleagues and principals is a very important. Finally, physiological and emotional states exist when teachers' personal efficacy is influenced by their physical and emotional arousal and allows people to practice dealing with stress, relaxation techniques, and symbolic desensitization.

According to Pricellas (2018) that by providing incentives for teachers, the school administrators is highly effective in valuing the role of teachers and partners in accomplishing school's academic goals.

Fauzi (2018) on his study concluded that educational leaders' management skill is related to school management as a whole.

### Discussions:-

**Table 1:-** Presents the level of educational leaders' management skills.

Educational Leaders' Management Skills	Statistical Tool	Findings	Remarks
Collaborating	Mean, Standard Deviation	Overall Mean of 4.20, SD of 0.77	collaborating skill of educational leaders is evidently high
Communicating	Mean, Standard Deviation	over-all mean of 4.19, SD of 0.80	Communicating skill of Educational Leaders is highly evident
Delegating	Mean, Standard Deviation	over-all mean of 4.11, SD of 0.82	Delegating skill of educational leaders is highly evident
Financing/ budgeting	Mean, Standard Deviation	Overall Mean of 4.09, SD of 0.87	financing/ budgeting skill of educational leaders is evidently high
Innovating	Mean, Standard Deviation	over-all mean of 4.21 SD=0.77	Innovating skill of Educational Leaders is very highly evident
Leading	Mean, Standard Deviation	over-all mean of 4.16, SD=0.81	Leading skill of educational leaders is highly evident
Mentoring	Mean, Standard Deviation	over-all mean of 4.12, SD=0.82	Mentoring skill of educational leaders is highly evident
Monitoring	Mean, Standard Deviation	Overall Mean of 4.19, SD= 0.84	Monitoring skill of educational leaders is evidently high
Planning	Mean, Standard Deviation	over-all mean of 4.19, SD= 0.80	Planning skill of Educational Leaders is highly evident
Problem solving	Mean, Standard Deviation	over-all mean of 4.13, SD= 0.82	Problem solving skill of educational leaders is highly evident

With the average mean of 4.20, the collaborating skill of educational leaders interpreted as Highly Evident. If collaborating skill is given much focus, the teaching and non-teaching personnel together with the stakeholders and community will work collaboratively in enhancing the quality of education to be offered among learners.

The result is supported by the findings of Arkansas State University (2017) study stating that teachers working together have a positive impact to each other and contribute naturally in school improvement.

Educational leaders' communication skills with the overall mean of 4.19 is interpreted as Highly Evident.

Communication inside an institution is an important skill to establish. The smooth and open communication enhances rapport among members and the build-up strong connection and belongingness.

Anchored to the conclusion drawn by ER (2016) that teachers perceived communication as a daily requirement instead of a tool for developing the school. The findings from this study strongly point out the need to develop an interaction between the principal and the teachers that can allow for open two-way communication.

Supported by the study of Morake (2012) that delegation task must be seen as an important tool for managers, with the overall mean of 4.11 the delegating skill of educational leaders in the Division of Calamba City is interpreted as Evidently High.

The management of today is shared with the help of democratic leadership and sound management, which is open, flexible, and transparent and allow for the participation of school structures. Managers should be aware that for them to delegate properly there is a dire need for thorough training. Overall delegation should be done because it is an indispensable aspect of management.

The over-all mean of 4.09, the financing/budgeting skill of educational leader is Highly Evident.

The result presented is supported by the findings of Victor (2017), stating that, school heads' have managerial capabilities in highlighting financial distribution according to school needs, ensuring accountability in all school expenses, keeping accurate fiscal information of the school, carrying out periodic auditing of school finances and adopting cost-saving policies for effective financial resource management among others.

With the overall mean of 4.21, educational leaders innovating skill interprets Evidently Very High. The result is supported by the study conducted by Ubaidillah (2018) reiterated that innovation leadership in enhancing the quality of education is a determination to make sustainable school improvements, it can be done if there is readiness to change, because of the innovation itself. If observed from the organization / institution, the leadership position of the principal is very significant.

Anchored to the study conducted by Pont et.al (2008), summarized that leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the environment and climate within which they work. To improve the efficiency and equity of schooling effective school leadership is very much essential. The study concluded that school leaders can make a difference in school and student performance if they are granted autonomy to make important decisions. However, school autonomy alone does not automatically lead to improved leadership unless it is well supported.

Moreover, with the over-all mean of 4.12, indicates that the level of mentoring skills of educational leaders in the Division of Calamba City is Highly Evident. According to the result of the study conducted by Hobson et.al (2015), drawn that mentoring enabling teachers to talk about a range of difficulties that they experience; supporting teachers' emotional wellbeing; helping teachers develop general pedagogical techniques including assessment strategies; helping teachers develop their skills of critical reflection; helping develop teachers' subject pedagogy; providing access to teaching resources and equipment; helping teachers to plan and develop skills of planning lessons and/or schemes of work; and helping teachers to develop their subject or vocational knowledge.

With the over-all mean of 4.19, it is interpreted that the level of monitoring skill of educational leaders is Highly Evident in the Division of Calamba City.

As mentioned by Miller (2015), that monitoring is seeing if you are doing what you said you would do and done in a systematic approach to overseeing planning, learning, and teaching. This is part of the evaluation that ensures that information is gathered so that judgments can be made and questions answered accordingly. Also, it shows the mistakes and creates paths for both learning and improving.

The over-all mean of 4.19, the level of planning skill of the Division of Calamba's educational leaders are Evidently High.

Anchored to the study conducted by Farah (2013) that Planning helps to anticipate problems and opportunities to educational leaders to think forward and continue efficacy of other managerial responsibilities.

However, the over-all mean of 4.13, the educational leaders' management skill in terms of problem is interpreted as Highly Evident as opposed to the result of the study conducted by Khan (2012) that, managerial skill of problem solving of the school heads is not given proper attention. The heads are not solving the problems of teachers and students in matters teaching and learning.

**Table 2:-** Presents the mean level of school productivity in terms of teaching productivity, school performance and school management.

School Productivity	Statistical Tool		Findings	Remarks
TEACHING PRODUCTIVITY				
Teachers' Efficacy	Mean, Deviation	Standard	Overall Mean of 4.33, SD= 0.89	The efficacy of teachers is a great deal to school productivity
Teachers' Satisfaction	Mean, Deviation	Standard	over-all mean of 4.10, SD= 0.79	Teaching productivity as to teachers' satisfaction marked as often satisfied
SCHOOL PERFORMANCE				
Awards/ Recognition	Mean, Deviation	Standard	Overall Mean of 4.33, SD= 0.69	It is very often that awards and recognition determine the school performance
SCHOOL MANAGEMENT				
School Culture	Mean, Deviation	Standard	Overall Mean of 4.33, SD=0.70	The school culture as indicator of school management marked as very often observed
School Participation	Mean, Deviation	Standard	over-all mean of 4.43, SD= 0.66	The school participation as indicator of school management interpreted as very often observed

The over-all mean of 4.33, the level of Teachers' Efficacy in the Division of Calamba City to enhance school productivity is interpreted as A Great Deal or often a big deal, which indicates that teachers' level of performance is at high level.

Anchored to the review conducted by Gkolia (2014), Teachers are led to believe they can accomplish a task or behavior when they achieve realistic encouragement or discouragement and become more likely to exert greater effort to become successful. To increase teachers' efficacy acceptance of colleagues and principals is a very important. Finally, physiological and emotional states exist when teachers' personal efficacy is influenced by their physical and emotional arousal and allows people to practice dealing with stress, relaxation techniques, and symbolic desensitization.

Teachers' level of satisfaction is interpreted as Often Satisfied with the over-all mean of 4.10 in enhancing the teaching productivity in the Division of Calamba City.

The result can be anchored to the study conducted by Song et.al (2015), t the levels of teachers' job satisfaction, showed that the majority of teachers were overwhelmed by workloads such as unnecessary administrative duties and excessive meetings. They indicated the need of dropping teacher workload that is unrelated to educate students and increasing salaries for unpaid working hours.

Moreover, the over-all mean of 4.33 indicated that the level of school productivity in terms of school performance as to awards and recognition is interpreted as Very Often observed in the Division of Calamba City.

The finding is supported by the study of Pricellas (2018) that by providing incentives for teachers, the school administrators is highly effective in valuing the role of teachers and partners in accomplishing school's academic goals.

On the other hand, the over-all mean of 4.33, the school management as to school culture remarked as very often observed.

According to the discovery of Cox (2010), teachers, administrators and other school personnel perceive that school culture over time has become more tolerant of inappropriate and even aggressive act by some students while at the same time, the culture successfully supports the implementation of problem-solving techniques and positive behavior supports for most students.

While, the over-all mean of 4.43, the level of school participation is marked as Very Often observed.

Sagwe (2016) concludes that; Schools succeeded by collectively crafting, disseminating and consolidating a school vision and mission with their staff and students, and involved parents and community via their shared vision and mission, were able to rally the entire school community towards a positive change and to transform academic standards to improve academic achievements.

**Table 3:-** Presents the predictor of teaching productivity as to teachers' efficacy.

Predictor	Partial r	Beta	t	Sig.
Collaborating	-.019	-.026	-.348	.728
Communicating	.032	.052	.595	.552
Delegating	.024	.033	.439	.661
Budgeting	-.042	-.062	-.781	.435
Innovating	.040	.072	.735	.463
Leading	.058	.117	1.071	.285
Mentoring	-.082	-.163	-1.517	.130
Monitoring	.076	.132	1.407	.160
Planning	.116	.222	2.162	.031**
Problem solving	.215	.367	4.054	.000**

\*\* significant

Adjusted R-Squared 0.4914

F-Value 34.82

Sig. 0.000

Planning skill ( $p=.031$ ) and problem solving skill ( $p=.000$ ), show significant predictor of teaching productivity as to teachers' efficacy. It indicates that when educational leaders plan accordingly to enhance school productivity and solve problems concerning the school, it enhance the level of efficacy of teachers that resulted from elevating teachers' productivity.

The adjusted  $r^2$  of 0.4914 indicates that 49.14 % of the variation in the teachers' efficacy is explained by educational leaders' management skills such as planning and problem solving. The F-value of 34.82 is significant at 0.000 probability level.

This means that to be able to enhance the teachers' productivity as to teachers' efficacy the educational leaders' management skills must be of high level.

Gkolia (2014) found that teachers to believe to accomplish task when they achieve genuine encouragement or discouragement and become more likely to exert greater effort to be successful. The teacher's acceptance of colleagues and principals is a very important issue that has been found to increase teachers' self-efficacy.

**Table 3:-** Presents the predictor of teaching productivity as to teachers' satisfaction.

Predictor	Partial r	Beta	t	Sig.

	Collaborating	-.052	-.076	-.969	.333
	Communicating	-.009	-.015	-.170	.865
	Delegating	.044	.063	.805	.422
	Budgeting	.096	.150	1.777	.076
	Innovating	.070	.134	1.292	.197
	Leading	-.010	-.022	-.193	.847
	Mentoring	-.001	-.001	-.013	.990
	Monitoring	.009	.016	.167	.867
	planning	.124	.249	2.306	.022**
	Problem solving	.120	.213	2.230	.026**

Adjusted R-Squared      0.435      \*\*significant  
 F-Value                  27.964      Sig.      0.000

Planning skill ( $p=0.22$ ) and problem solving ( $p=0.26$ ) are significant predictor of teaching productivity as to teachers' satisfaction. It indicates that teachers feel satisfied when educational leaders plan programs, projects and activities to enhance the performance of the school and the teachers and strictly follows the school plans such as annual implementation, annual procurement and school improvement also if they seek input from teachers in solving problems concerning the school.

The adjusted  $r^2$  indicates that 43.5% in the variation to teaching productivity as to teachers' satisfaction is explained by the level of planning and problem solving skill of educational leaders. The F-value of 27.964 is significant at 0.000 probability level.

**Table 4:-** Presents the predictor of Predictor of school performance as to awards and recognition.

Predictor		Partial r	Beta	t	Sig.
	Collaborating	-.168	-.217	-3.140	.002**
	Communicating	.009	.013	.167	.867
	Delegating	.057	.072	1.054	.293
	Budgeting	-.089	-.121	-1.646	.101
	Innovating	.227	.391	4.301	.000**
	Leading	.090	.168	1.669	.096
	Mentoring	-.051	-.094	-.947	.344
	Monitoring	.121	.195	2.253	.025**
	Planning	.145	.256	2.704	.007**
	Problem solving	.061	.094	1.129	.260

Adjusted R-Squared      0.566      \*\*significant  
 F-Value                  46.589  
 Sig.                        0.000

Based from the table, collaborating skill ( $p=.002$ ), innovating skill ( $p=.000$ ), monitoring skill ( $p=.025$ ) and planning skill ( $p=.007$ ) are predictor significant to school performance as to awards and recognition. It clearly shows that as the leaders plan, monitor, innovate and collaborate performance of the school is recognizable and rewarded.

The result shows that the adjusted  $r^2$  of 0.566 or 56.6 % indicates that the variation of teaching productivity as to awards and recognition is explained by the level of educational leaders' collaborating, innovating, monitoring and planning skill. The F-value of 46.589 is significant at 0.000 probability level.

**Table 5:-** Predictor of School Management as to School Culture.

Predictor		Partial r	Beta	t	Sig.
	Collaborating	-.097	-.114	-1.789	.074
	Communicating	.163	.226	3.054	.002**



	Delegating	-.056	-.066	-1.042	.298
	Budgeting	-.153	-.195	-2.852	.005**
	Innovating	.180	.284	3.377	.001**
	Leading	.113	.196	2.104	.036**
	Mentoring	-.052	-.089	-.969	.333
	Monitoring	.070	.103	1.289	.198
	Planning	.237	.394	4.492	.000**
	Problem solving	.045	.065	.833	.405

Adjusted R-Squared 0.628 \*\*significant

F-Value 60.100

Sig. 0.000

Educational leaders communicating skill ( $p=.002$ ), budgeting skill ( $p=.005$ ), innovating skill ( $p=.001$ ), leading skill ( $p=.036$ ) and planning skill ( $p=.000$ ) show significant predictor of school management as to school culture. To be able to create a school culture effectively, educational leader opens all channels of communication, manages finances accurately, encourages and support teaching staff, models appropriate personal, professional and ethical behavior, know how to execute plan properly.

The adjusted  $r^2$  of 0.628 shows that 62.8 % of the variation to school performance as to school culture is explained by communicating, financing, innovating, leading and planning skill of educational leaders with the F-value of 60.100 at 0.000 probability level.

The finding is supported by research findings of Sabanci (2016) that school climate is positively associated with positive communication effectiveness.

**Table 6:-** Predictor of School Management as to School Participation.

Predictor	Partial r	Beta	t	Sig.
Collaborating	-.115	-.162	-2.134	.034**
Communicating	-.037	-.060	-.680	.497
Delegating	.072	.100	1.335	.183
Budgeting	-.002	-.003	-.038	.970
Innovating	.128	.236	2.373	.018**
Leading	.072	.147	1.331	.184
Mentoring	.008	.015	.139	.889
Monitoring	.080	.140	1.476	.141
Planning	.147	.284	2.733	.007**
Problem solving	.011	.019	.210	.834

Adjusted R-Squared 0.479 \*\*significant

F-Value 33.177

sig. 0.000

Based from the result, collaborating skill ( $p=.034$ ), innovating skill ( $p=.018$ ), and planning skill ( $p=.007$ ) of educational leaders show significant predictor of school management as to school participation. Active school participation needs intensive planning, and working collaboratively through the new trends and advancement in education.

The adjusted  $r^2$  of 0.479 shows that 47.9% of the variation in the level of school management as to school participation is determined by collaborating, innovating and planning skill of educational leaders. The F-value of 33.177 is significant at 0.000 probability level.

The finding of the study revealed that planning is a significant predictor of school management is supported by the study of Fauzi (2018) that educational leaders' management skill is related to school management as a whole.

### **Conclusion:-**

It is concluded that the management skills of educational leaders towards school productivity have significant relationship to teaching productivity as to teachers' efficacy and teachers' satisfaction. Planning and problem solving skill of educational leaders elevate the level of teachers' satisfaction and efficacy. Therefore, the null hypothesis that there is no significant relationship between management skill and school productivity in terms of teaching productivity is partially accepted.

School performance is measured by awards and recognition both for teachers, pupils/students and school as well. Collaborating, innovating, monitoring and planning skill of educational leaders enhance the level of school performance through awards and recognition. It is concluded that management skills have a significant relationship on school performance and therefore the null hypothesis stating that there is no significant relationship between management skills of educational leaders and school performance is partially accepted.

Moreover, the management skills of educational leaders such as collaborating, communicating, financing, innovating, leading and planning skill have significant relationship to school management thus this partially accepted the null hypothesis emphasizing that there is no significant relationship between management skill and school productivity as to school management.

Management skills of educational leaders have significant relationship to school productivity thus the null hypothesis that suggest that there is no significant relationship between management skills of educational leaders and school productivity is therefore partially rejected.

### **Recommendations:-**

Based on the data gathered & analyzed, the following were hereby recommended:

1. Educational leaders may collaborate with teachers through gathering their ideas, opinions and suggestions concerning school matter.
2. School leaders may open dialogues with stakeholders and teachers to enhance communication skill.
3. Delegates and designates work among teachers fairly and just may be considered.
4. Educational leaders should finance all school related activities and addresses financial status to all. Transparency is the key.
5. Delegating skill and mentoring skill must be having focused in up-skilling and reskilling.
6. The educational leaders may conduct action research to their respective station to help them re-evaluate their management skills.
7. Re-skilling and up-skilling maybe consider enhancing performance.

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