

Social Skills of School Heads in Cervantes District

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INTRODUCTION

Background of the Study

Social skills refer to a complex set of interpersonal competencies that enable individuals to communicate effectively, collaborate with others, and build meaningful relationships across diverse social contexts (Pereira, 2023; Hou, 2022). In the context of educational leadership, these skills include active listening, empathy, conflict resolution, effective communication, and the ability to establish trust among stakeholders such as teachers, learners, parents, and community members (Sorbet & Notar, 2020). School heads who possess well-developed social skills are better positioned to create inclusive learning environments, strengthen school-community partnerships, and effectively advocate for the needs of their institutions (Wang & Zhang, 2024).

In addition, the importance of social skills in leadership is further explained through the socio-emotional competence framework, which includes five core domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Sorbet & Notar, 2020). These competencies are essential for school leaders as they influence their ability to manage complex school environments, build collaborative cultures, and promote positive school climates (Kubota & Koike, 2022).

The development of social skills among school leaders also aligns with global educational priorities, particularly the Sustainable Development Goals (SDGs), such as SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals) (United Nations, 2022). Educational leaders with strong interpersonal competencies are more capable of establishing partnerships with stakeholders, including parents, local government units, and community organizations, which are essential in promoting inclusive and equitable education (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021; Darling-Hammond et al., 2020). These partnerships contribute to resource mobilization, shared decision-making, and the implementation of innovative educational programs that improve student outcomes.

Moreover, socially competent school leaders contribute to the development of supportive and inclusive school environments that address diverse learner needs and promote well-being. According to the World Bank (2021) and UNICEF (2020), effective leadership that emphasizes collaboration and communication fosters stronger community engagement and sustainable educational development. Similarly, Leithwood et al. (2020) emphasized that leadership practices grounded in strong social relationships significantly influence school improvement and student achievement.

Globally, there is increasing recognition of the role of school leadership in improving educational quality, leading to initiatives aimed at strengthening leadership competencies, including social skills. Studies by the European Commission (2022) and Darling-Hammond et al. (2020) highlight that school leaders who demonstrate strong interpersonal and communication skills are more effective in managing change, resolving conflicts, and building collaborative school cultures. Additionally, Hallinger (2020) emphasized that leadership effectiveness is closely linked to the ability of school heads to engage stakeholders and foster trust within the school community.

In the Philippine context, the importance of social skills in educational leadership is emphasized through policies such as the Philippine Professional Standards for Teachers (PPST), which highlight the significance of community linkages and professional relationships in promoting effective teaching and school leadership

(Department of Education, 2019). This framework recognizes that educators and school leaders must possess strong interpersonal skills to collaborate effectively with stakeholders and support student learning (Osman & Adanza, 2024).

This emphasis on collaboration is evident in programs such as Brigada Eskwela, which relies on active community participation and strong partnerships between schools and stakeholders (Lagbao, 2024). The success of such initiatives depends largely on the social competencies of school heads, particularly their ability to communicate effectively, coordinate stakeholders, and build lasting relationships that support school improvement (Luzano, 2024).

Despite these efforts, several challenges continue to affect the development and application of social skills among educational leaders in the Philippines. One major concern is burnout and work-related stress, which negatively impact social-emotional competencies and interpersonal effectiveness (Andrade & Carvalho, 2024). Studies have shown that prolonged stress reduces educators' ability to demonstrate empathy, regulate emotions, and engage in collaborative problem-solving, which are essential components of social skills (Özgünlü et al., 2022).

Additionally, the increasing demands brought about by educational reforms, such as the implementation of the MATATAG curriculum, have added pressure on school leaders and teachers, affecting their capacity to maintain strong relationships with stakeholders (Lagbao, 2024). These challenges highlight the need to further examine how social skills are manifested and sustained among school heads in real educational settings.

Although numerous studies have established the importance of social skills in leadership effectiveness and school improvement (Kubota & Koike, 2022; Li et al., 2024; Wang & Zhang, 2024), some aspects remain underexplored. In particular, most studies focus on general leadership competencies rather than specifically examining the social skills of school heads within localized contexts. Moreover, existing research often emphasizes teacher performance, leaving limited attention to how school heads' social skills influence overall school dynamics. Furthermore, there is limited research (Leithwood et al., 2020; Hallinger, 2020; Darling-Hammond et al., 2020; UNESCO, 2021) that examines the perceptions of multiple stakeholders such as school heads, teachers, and parents regarding the social skills of educational leaders. Understanding these perspectives is essential in providing a more comprehensive assessment of leadership effectiveness. While existing studies have explored leadership competencies and school effectiveness, they often rely on single-source data, primarily from teachers or administrators, thereby limiting a holistic understanding of leadership practices. Additionally, while studies have explored the impact of burnout on educators, there is insufficient evidence on how it specifically affects the social skills of school heads in the Philippine setting (Özgünlü et al., 2022; Andrade & Carvalho, 2024).

The absence of comprehensive and localized studies examining the social skills of school heads, particularly within specific districts, represents a significant research gap. Investigating these competencies across different stakeholder perspectives can provide deeper insights into how social skills influence leadership effectiveness, school climate, and community engagement. Given the gaps, there is a need to conduct a context-specific study focusing on the social skills of school heads in Cervantes District. This study aimed to assess the level of social skills of school heads as perceived by teachers, parents, and the school heads themselves. It sought to generate empirical evidence that can inform leadership development programs, strengthen school-community relationships, and support the continuous improvement of educational practices.

This study contributes to the growing body of knowledge that recognizes social skills not only as personal attributes but as essential leadership competencies that significantly influence school effectiveness, collaboration, and the overall quality of education.

THEORETICAL FRAMEWORK

This study was anchored on Social Capital Theory, primarily developed by Coleman (1988) and further supported by Bourdieu (1986) and Lin (2001). Coleman (1988) conceptualized social capital as resources embedded in social relationships, including trust, shared norms, and reciprocal interactions that facilitate

cooperation among individuals. This theory emphasizes that social relationships are valuable assets that contribute to achieving both individual and organizational goals.

Similarly, Bourdieu (1986) described social capital as the aggregate of actual or potential resources linked to durable networks of relationships. This perspective highlights that individuals gain benefits through their social connections, which can be mobilized to achieve desired outcomes. Expanding this view, Lin (2001) emphasized that social capital is rooted in social structures and networks, where access to resources is made possible through social ties and interactions.

In the context of educational leadership, Social Capital Theory explains how the social skills of school heads are manifested through their ability to build and sustain meaningful relationships with teachers, parents, and other stakeholders. Trust, communication, and collaboration serve as key elements of social capital within the school setting. These relational competencies enable school heads to strengthen internal relationships within the school and establish external linkages with the wider community.

In this study, Social Capital Theory was used to explain how the social skills of school heads were reflected in their ability to build strong relationships and networks with teachers, parents, and other stakeholders. The study examined how trust, communication, and collaboration were manifested in the daily interactions of school heads. These relational practices contributed to stronger school-community partnerships and enhanced support for school programs.

From this perspective, school heads who demonstrate strong social capital characterized by effective communication, mutual trust, and active collaboration are more capable of establishing and sustaining school-community partnerships. This is reflected in their ability to mobilize resources, encourage stakeholder participation, and create a collaborative school environment. Thus, Social Capital Theory serves as a lens for understanding how the relational capacities of school heads influence their effectiveness in fostering cooperation and achieving positive outcomes for teachers and learners.

While Social Capital Theory explained the importance of external relationships and networks, the study also recognized that effective leadership required internal competencies that enabled school heads to manage and sustain these connections. In this regard, the study was further anchored on Socio-Emotional Learning (SEL) Theory, which explained how individuals developed and applied social and emotional competencies necessary for effective leadership (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020).

In this study, SEL Theory was used to examine the underlying competencies that shaped the social skills of school heads. These included self-awareness, or understanding one's emotions and values; self-management, or the ability to regulate behavior and emotions; social awareness, which involved empathy and perspective-taking; relationship skills, which included effective communication, collaboration, and conflict resolution; and responsible decision-making, which referred to making ethical and constructive choices (Frydenberg et al., 2019). The study assessed how these competencies were demonstrated by school heads in their interactions with stakeholders and in managing school-related concerns.

These socio-emotional competencies were found to be essential for educational leaders, as they influenced the development of a positive school climate, the management of interpersonal relationships, and the promotion of collaboration among stakeholders (Kubota & Koike, 2022). In the context of the study, school heads who exhibited strong socio-emotional skills were more effective in handling conflicts, communicating clearly, and fostering a supportive and inclusive school environment. Furthermore, the study supported the idea that these competencies were developed over time through experience and continuous learning, as suggested by Andrade and Carvalho (2024).

Taken together, Social Capital Theory and Socio-Emotional Learning Theory provided a comprehensive framework for the study. Social Capital Theory was used to explain how school heads built and utilized relationships and networks, while SEL Theory described the internal competencies that enabled them to effectively manage these relationships. The integration of these perspectives allowed the study to examine both the external and internal dimensions of social skills, providing a strong theoretical foundation for

understanding how school heads in the Cervantes District demonstrated effective communication, collaboration, and leadership in their schools.

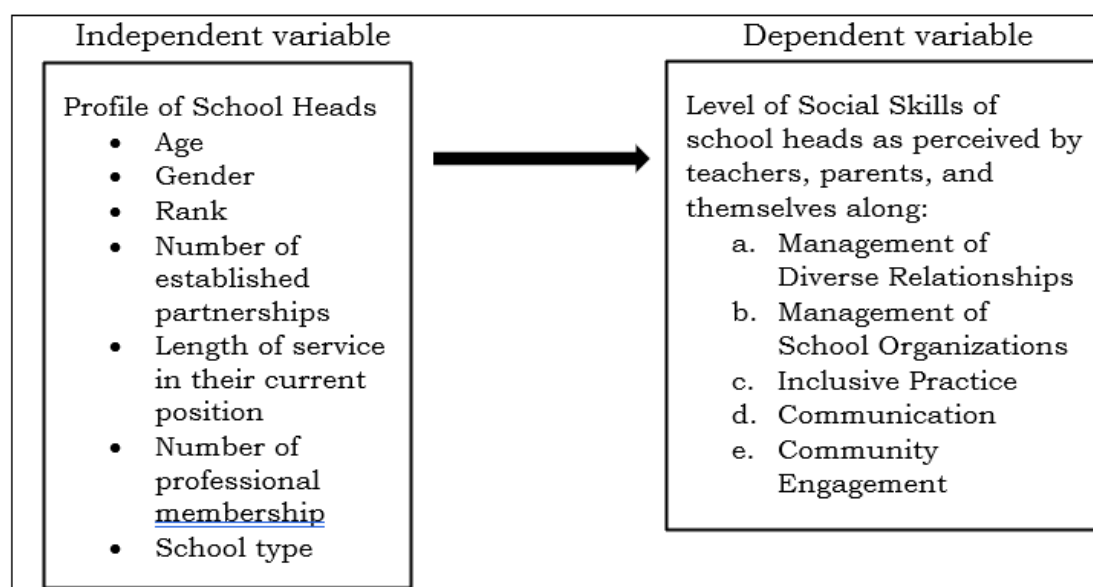


Figure 1. Research Paradigm

Figure 1 presents the research paradigm of the study, which illustrates the relationship between the independent and dependent variables. The independent variable consists of the profile of school heads in terms of age, gender, rank, number of established partnerships, length of service in their current position, number of professional memberships, and school type. The dependent variable is the level of social skills of school heads as perceived by teachers, parents, and themselves along management of diverse relationships, management of school organizations, inclusive practice, communication, and community engagement.

This paradigm shows that the profile characteristics of school heads are examined in relation to their level of social skills. It implies that variations in demographic and professional background may be associated with or influence the social skills demonstrated by school heads.

The arrow between the variables indicates the assumed relationship being tested in the study. Specifically, the research seeks to determine whether differences in the profile of school heads are connected to differences in their level of social skills. This relationship helps the researcher understand whether certain profile factors contribute to stronger or weaker social skills among school heads.

REVIEW OF RELATED LITERATURE

This section presents various studies and literatures that helped in the conceptualization of the study. The study is categorized into themes namely: (1) Profile of school heads; (2) and the social skills of school heads as perceived by teachers, parents, and themselves.

Profile of Respondents.

Age. This refers to the chronological length of time a school head has lived and is considered an important demographic factor influencing leadership style, decision-making capacity, adaptability to reforms, and stakeholder engagement. Different age groups of school heads demonstrate varying leadership approaches due to differences in professional exposure, technological familiarity, institutional experience, and social maturity. Younger school heads often exhibit higher openness to innovation, digital integration, and rapid organizational change, while older school heads tend to rely on accumulated experience, established professional networks, and long-term relational trust within the school community.

Smith (2021) found that younger school heads were more inclined to adopt digital management systems and innovative instructional strategies, whereas older leaders demonstrated strengths in community relations and policy consistency. The study concluded that age played a significant role in shaping the technological and relational priorities of school heads. Therefore, professional development programs should be tailored to the specific generational strengths of the leader to maximize administrative efficiency.

Kim (2020) also reported that age positively contributed to leaders' social navigation skills, conflict management capacity, and stability in decision-making processes. The results showed that accumulated life and professional experience were vital for maintaining organizational stability. Furthermore, the study concluded that accumulated life and professional experience were vital for maintaining organizational stability and managing interpersonal dynamics. Therefore, school districts should utilize older school heads as mentors to help younger administrators develop social maturity and emotional stability in the workplace. Furthermore, Rehman et al. (2021) revealed that older school heads preferred collaborative and accommodating leadership styles, particularly in handling complex organizational concerns, which strengthened interpersonal relationships within schools. Conversely, the results indicated that younger leaders were more assertive and reform-oriented. The study concluded that age was a meaningful predictor of collaboration, which means that school districts should balance leadership teams with both younger and older administrators to ensure both innovation and harmony.

Lazaro et al. (2024) further noted that older school heads emphasized institutional continuity and long-term trust-building with stakeholders, while younger leaders demonstrated higher levels of adaptability through digital leadership and responsiveness to innovation. The study highlighted that while older age fostered stability, younger age was associated with rapid transformation. It shows that policy-making bodies should provide age-diverse leadership training to bridge the gap between traditional trust-building and modern digital integration.

The reviewed studies indicate that age plays a significant role in shaping leadership behavior, relational dynamics, and responsiveness to change among school heads (Smith, 2021; Kim, 2020; Rehman et al., 2021; Lazaro et al., 2024). Variations across age groups shows the importance of recognizing age as a relevant profile variable in understanding differences in leadership effectiveness and institutional management outcomes. The convergence of these studies shows that while younger school heads contribute innovation and adaptability, older school heads provide stability, experience, and stronger interpersonal relationships, thereby emphasizing the value of age diversity in educational leadership.

Gender. This refers to the socially constructed roles, behaviors, norms, and expectations associated with being male, female, or belonging to LGBTQ+ groups. Unlike biological sex, gender varies across cultures and evolves over time depending on social, institutional, and policy contexts (World Health Organization [WHO], 2022). Recent literature highlights that gender significantly influences leadership styles, interpersonal behavior, and engagement with stakeholders in both professional and community settings. The World Health Organization (2022) revealed that gender varies across cultures and evolves over time depending on social, institutional, and policy contexts. The study concluded that gender significantly influences how individuals navigate their professional roles and interact with their respective communities. This shows that gender identity shapes the foundational approach to school leadership, which means that administrative frameworks must remain culturally sensitive and adaptive to evolving social norms.

Weisberg et al. (2022) and Garcia et al. (2021) revealed that females and LGBTQ+ leaders tended to demonstrate higher levels of empathy, emotional sensitivity, and inclusivity, whereas males often displayed higher assertiveness and risk tolerance. Furthermore, these psychological differences shaped leadership effectiveness, as female and LGBTQ+ leaders prioritized communication and participatory decision-making. The study shows that recognizing these diverse trait profiles is essential, as it means that schools can benefit from a balanced mix of leadership styles to address both relational and task-oriented goals.

Atari et al. (2020) aimed to provide cross-cultural evidence on the influence of gender on moral reasoning and organizational behavior across 67 countries. The study found that females and LGBTQ+ individuals consistently scored higher than males on moral foundations related to care, fairness, and inclusivity. The

results show that female and LGBTQ+ leaders were more attentive to equitable practices, community needs, and stakeholder welfare in their administrative roles.

In addition, Gurieva et al. (2022) reported that adherence to traditional gender norms often limited the recognition of gender-diverse leadership and undervalued relational skills in decision-making contexts. The study shows that in educational settings, these perceptions influenced how stakeholders assessed a leader's effectiveness, which means that gender must be included as a key profile variable in research on leadership performance.

The reviewed studies indicated that gender significantly shaped leadership behavior and moral reasoning among school heads. Several studies highlighted that female and LGBTQ+ leaders often exhibited higher levels of empathy and care-based ethics, while male leaders tended toward assertiveness and decisive risk-taking (Weisberg et al., 2022; Atari et al., 2020). Other studies emphasized that societal expectations and traditional norms continued to impact how authority was exercised and perceived by the community (Gurieva et al., 2022).

Rank. In the context of educational leadership, rank refers to the hierarchical administrative position or level of authority that a school head occupies, such as Assistant Principal, Principal I, Principal II, or division-level leadership roles. Rank influences the scope of responsibilities, the complexity of managerial tasks, and the extent of engagement with external stakeholders, as higher positions often require broader oversight, strategic coordination, and complex social interaction.

Reyes (2020) found that higher-ranking school heads managed more complex networks with varied stakeholder groups, including local government units and community partners. The study concluded that increased rank demanded greater social skill proficiency, particularly in navigating diverse interests and aligning external support with school goals. It shows that advanced negotiation and strategic communication were essential competencies as leaders moved up the administrative hierarchy.

Lee (2022) also argued that school heads in senior positions were expected to lead multi-stakeholder collaborations and mediate conflicts, which extended beyond routine internal management. The results showed that higher rank necessitated more sophisticated social abilities, such as cultural sensitivity and collaborative competencies. Therefore, leaders must cultivate these multifaceted roles to represent their schools effectively in policy and resource discussions.

Further evidence from the Philippine setting reinforces the importance of rank in school leadership. Pascual (2023) found that school heads holding formalized leadership designations were more likely to secure support from external stakeholders for implementing programs, projects, and activities. The study concluded that formal leadership status increased leaders' visibility, credibility, and capacity to mobilize community and organizational partners.

Additionally, Ramirez and Santos (2024) examined the relationship between rank, leadership practices, and community engagement, revealing that school heads in higher administrative positions were more proficient in building structured partnerships with civic organizations and educational networks. The results showed that rank influenced not only the quantity of partnerships but also the depth of collaboration. This means that higher-ranked leaders were better positioned to engage in longer-term and more strategic alliances. Therefore, administrative promotion should be accompanied by specialized training in strategic alliance-building.

Collectively, the literature shows that administrative rank is a meaningful determinant of leadership expectations and external engagement. School heads with higher rank are positioned to exercise broader influence, manage more complex interpersonal networks, and apply advanced social skills in negotiation, representation, and collaborative planning. These results support the inclusion of rank as a key profile variable in examining differences in leadership behavior, stakeholder engagement, and organizational effectiveness.

Number of Established Partnerships. The number of established partnerships refers to formal collaborative linkages that school heads create with external stakeholders, including community organizations, LGUs, and

private partners. These partnerships enhance resource mobilization, program implementation, and community engagement.

Garcia (2022) found that school heads who demonstrated strong networking and persuasive communication skills were able to establish a greater number of formal partnerships with external stakeholders. This finding indicates that the deliberate application of social and leadership skills enhances collaboration opportunities. The study concluded that the quantity of partnerships serves as an indicator of a school head's strategic engagement and ability to mobilize external support. Therefore, school heads may strengthen their partnership-building efforts by improving their communication and networking competencies.

Similarly, Rodriguez (2023) reported that proactive leadership behaviors significantly increased the number of formal collaborations between schools and external partners. This means that initiative and active engagement are critical in expanding partnership networks. The study concluded that leadership proactiveness plays a vital role in sustaining collaborative relationships. Therefore, school heads may adopt proactive engagement strategies to establish and maintain partnerships.

Additionally, Mendoza and Cruz (2024) found that structured engagement plans and consistent communication practices contributed to the sustainability of school partnerships. This implies that systematic planning and regular interaction with stakeholders are essential in maintaining long-term collaborations. The study concluded that organized partnership strategies enhance the stability and effectiveness of stakeholder relationships. Therefore, school heads may implement structured engagement plans and maintain consistent communication with partners.

Moreover, Lee et al. (2025) noted that professional development in stakeholder relations significantly improved partnership outcomes among school leaders. This finding highlights the importance of continuous capacity building in strengthening collaboration efforts. The study concluded that training in stakeholder engagement enhances the ability of school heads to build and sustain partnerships. Therefore, school heads may participate in professional development programs focused on stakeholder relations and collaboration.

Length of Service in their current position. Length of service refers to the total period a school head has held their current administrative position and is an important professional profile variable influencing leadership effectiveness, community integration, and partnership stability.

Lim (2023) found that school heads with longer years of service developed stronger trust with teachers, parents, and community partners, which facilitated more effective program implementation. This finding indicates that extended tenure allows school heads to build meaningful relationships that support school initiatives. The study concluded that length of service enhances leadership effectiveness through strengthened trust and community integration. Therefore, school heads should sustain long-term engagement with stakeholders to further strengthen trust and collaboration. The study further emphasizes that longer-serving school leaders demonstrate greater credibility and stability in stakeholder relationships, as consistency in leadership fosters confidence and reliability among teachers, parents, and the community (Alonzo & Dela Cruz, 2024). This means that extended length of service contributes to the development of strong and sustainable partnerships, highlighting the importance of maintaining consistent leadership practices to build trust and reinforce collaborative engagement.

Number of Professional Memberships. The number of professional memberships refers to the total professional organizations, associations, or networks in which a school head actively participates. Santos (2024) found that school heads who actively participated in multiple professional organizations gained greater access to innovative practices, professional resources, and collaborative opportunities. This finding indicates that active involvement in professional networks enhances leadership capacity and expands opportunities for school improvement. The study concluded that professional memberships strengthen a school head's social capital and ability to support both internal and external initiatives. Therefore, school heads may actively engage in various professional organizations to broaden their access to resources and strengthen collaborative efforts.

Similarly, Gomez (2020) reported that participation in professional networks enabled school leaders to identify potential community collaborators and establish partnerships that support program implementation and school development. This means that professional affiliations contribute to stronger external linkages and partnership-building efforts. The study concluded that professional networks serve as important platforms for collaboration and institutional growth. Therefore, school heads may utilize their professional memberships to build connections and strengthen partnerships that support school programs.

School Type. This refers to the classification of educational institutions based on size and organizational structure, including big schools, small schools, multi-grade schools, and integrated schools. Garcia (2022) found that school type significantly influences leadership practices, as school heads in big schools manage more complex organizational structures, larger student populations, and diverse stakeholder groups, while those in small schools engage in more personalized and direct management. This finding indicates that differences in school size affect leadership approaches and stakeholder interaction. The study concluded that school type plays a crucial role in shaping leadership dynamics and administrative responsibilities. Therefore, school heads may adopt leadership strategies that are responsive to the size and complexity of their school environment.

Additionally, Lim and Reyes (2022) found that respondents in big schools tend to experience more structured programs but less personal involvement, while those in small and multi-grade schools report closer relationships with administrators and stronger community support. This implies that school type affects levels of participation and stakeholder engagement. The study concluded that smaller school settings promote stronger interpersonal connections and community involvement compared to larger institutions. Therefore, school heads may implement strategies that enhance stakeholder participation, particularly in larger school settings.

Moreover, Santos (2023) found that integrated schools exhibit varying levels of engagement and program efficiency due to the diversity of learners and programs under one administration. This finding highlights the complexity of managing integrated school systems. The study concluded that effective leadership in integrated schools requires balancing diverse program needs while maintaining organizational cohesion. Therefore, school heads should strengthen coordination and program alignment to ensure effective management in integrated school environments. These results highlight that school type is a significant profile variable influencing leadership dynamics, stakeholder engagement, and respondents' experiences, providing insights for improving institutional management and community involvement.

Social Skills of School Heads as Perceived by Teachers, Parents, and Themselves. Social skills encompass the interpersonal abilities that enable school heads to communicate effectively, build relationships, resolve conflicts, demonstrate empathy, and foster collaboration within the school and the broader community. These skills are essential in establishing trust, enhancing stakeholder engagement, and facilitating the effective implementation of programs and policies (Garcia-Martinez et al., 2022).

Valmores (2021) examined the administrative and leadership skills of school heads and their influence on school performance. The results revealed that school heads who demonstrated strong interpersonal and leadership skills were more effective in improving school performance and maintaining positive relationships with stakeholders. The study concluded that social skills are integral to leadership effectiveness and organizational success. Therefore, school heads should continuously develop their interpersonal competencies to enhance both school performance and stakeholder relationships.

Additionally, Villanueva et al. (2021) assessed the leadership of school heads in Nueva Ecija, focusing on the interrelationship of supervisory, interpersonal, and leadership skills. The results indicated that interpersonal skills significantly influenced leadership effectiveness, particularly in managing teachers and fostering collaboration. The study concluded that strong social skills are essential in integrating various leadership functions. Therefore, school heads should strengthen their interpersonal abilities to effectively balance supervision and leadership responsibilities.

Similarly, Valdepenas (2026) investigated the relationship between school heads' leadership skills, collaboration, and stakeholders' support. The results showed that school heads with strong interpersonal and collaborative skills received greater support from teachers and stakeholders. The study concluded that social competence directly influences stakeholder engagement and participation. Therefore, school heads should enhance their communication and collaboration skills to strengthen stakeholder support.

Garcia-Martinez et al. (2022) explored networking for online teacher collaboration and found that school leaders who effectively utilized communication and relationship-building strategies were able to foster stronger collaboration among teachers. The results revealed that networking skills enhanced teamwork and professional engagement. The study concluded that social skills are essential in promoting collaborative learning environments. Therefore, school heads should establish strong communication networks to support collaboration and knowledge sharing.

Virador (2023) examined the practices of school heads in promoting parental and community involvement. The results revealed that effective communication and relationship-building significantly increased parental participation and strengthened school-community partnerships. The study concluded that social skills play a vital role in encouraging stakeholder involvement. Therefore, school heads should implement inclusive communication strategies to actively engage parents and the community.

Likewise, Dellomas and Deri (2022) analyzed the leadership practices of school heads in public schools and found that leaders who demonstrated approachability, empathy, and effective communication fostered a positive school climate. The results indicated that teachers were more motivated and cooperative when school heads exhibited strong interpersonal skills. The study concluded that social competence enhances teacher engagement and collaboration. Therefore, school heads should maintain open communication and supportive relationships with teachers.

In addition, Owan et al. (2025) investigated the relationship between leadership styles, public relation skills, and school-community collaboration. The results showed that school heads with strong public relations and interpersonal skills were more effective in building partnerships with stakeholders. The study concluded that social skills are critical in strengthening school-community collaboration. Therefore, school heads should develop their public relations competencies to improve stakeholder relationships.

McWayne et al. (2022) examined family-school partnerships through a culturally inclusive approach. The results revealed that school leaders who demonstrated empathy, respect, and cultural responsiveness were more successful in building trust with families. The study concluded that social skills are essential in promoting inclusive and meaningful partnerships. Therefore, school heads should adopt culturally responsive practices to strengthen family engagement.

Dargantes (2020) explored the qualities of leadership relating to the management skills of school heads. The results indicated that while school heads perceived themselves as competent in communication and leadership, discrepancies were observed when compared to stakeholder expectations. The study concluded that self-perception alone is insufficient in assessing leadership effectiveness. Therefore, school heads should seek feedback from teachers and parents to improve their social skills and align their practices with stakeholder expectations.

Andalan (2025) examined the social competence of school heads and its relationship to school performance in integrated schools. The results revealed that school heads with higher levels of social competence demonstrated better school performance outcomes, particularly in terms of collaboration, communication, and stakeholder engagement. The study concluded that social competence is a strong predictor of effective school leadership and institutional success. Therefore, school heads should continuously enhance their social and emotional competencies to improve both leadership effectiveness and school performance.

Jesus (2025) examined school heads' leadership styles and external stakeholders' involvement in school-community partnership programs. The results revealed that leadership styles characterized by strong interpersonal and relational skills significantly increased stakeholder participation and strengthened school-

community partnerships. The study concluded that social skills are fundamental in promoting active involvement of external stakeholders in school programs. Therefore, school heads should adopt leadership approaches that emphasize relationship-building and effective communication to enhance stakeholder engagement.

Olanrewaju et al. (2025) investigated school heads' supervisory, communication, and motivational skills as predictors of teachers' productivity. The results revealed that communication and motivational skills significantly influenced teacher productivity and performance. The study concluded that social skills, particularly communication and motivation, are essential in enhancing teacher effectiveness. Therefore, school heads should strengthen their communication and motivational strategies to improve teacher productivity and overall school outcomes.

Finally, Grande et al. (2024) explored the impact of school heads' instructional management, emotional intelligence, and leadership skills on teachers' work values. The results revealed that school heads with high levels of emotional intelligence and strong interpersonal skills positively influenced teachers' work values, including commitment, professionalism, and collaboration. The study concluded that social and emotional competencies of school heads significantly shape teachers' attitudes and behaviors in the workplace. Therefore, school heads should strengthen their emotional intelligence and interpersonal skills to foster positive work values and improve teacher performance.

These reviewed studies indicate that social skills of school heads, as perceived by teachers, parents, and the school heads themselves, play a crucial role in fostering collaboration, trust, and stakeholder engagement (Valmores, 2021; Villanueva et al., 2021; Valdepenas, 2026; Andalan, 2025; Olanrewaju et al., 2025). The studies consistently highlight that effective communication, empathy, relationship-building, and motivation contribute to improved school performance, teacher productivity, and community involvement. At the same time, differences between self-perceptions and stakeholders' views emphasize the importance of multi-source feedback in evaluating leadership effectiveness. These results affirm that social competence is a vital component of educational leadership, highlighting the need for continuous development of interpersonal skills among school heads.

Statement of the Problem

This study aimed to investigate the social skills of school heads in Cervantes District, Ilocos Sur, and their relationship with various profile characteristics and stakeholder perceptions.

It sought to answer the following questions:

1. What is the profile of the school heads in terms of:
 - a. Age;
 - b. Gender;
 - c. Rank;
 - d. Number of established partnerships;
 - e. Length of service in their current position;
 - f. Number of professional memberships; and,
 - g. School type
2. What is the level of social skills of school heads as perceived by teacher, parents, and themselves along:
 - a. Management of Diverse Relationships;

- b. Management of School Organizations;
 - c. Inclusive Practice;
 - d. Communication; and,
 - e. Community Engagement?
3. Is there a significant relationship between the profile of respondent and the level of Social Skills of School Heads?
 4. Is there a significant difference on the levels of social skills of school heads when grouped according to profile?
 5. Is there a significant difference on the levels of social skills of school heads as perceived by teachers, parents, and themselves?

Hypotheses

The study is guided by the following null hypotheses:

1. There is no significant relationship between the profile of respondents and the level of social skills of school heads.
2. There is no significant difference on the levels of social skills of school heads when grouped according to profile.
3. There is no significant difference on the levels of social skills of school heads as perceived by teachers, parents, and themselves.

Importance of the Study

The results of the study may benefit the following:

School Heads. The study could offer school heads a clear self-assessment of their current level of social skills, highlighting their strengths and identifying specific areas that may require further development.

Teachers. The study provides insights into the social skills of their school heads, which can lead to improved communication and more collaborative working relationships. A school head with well-developed social skills can create a supportive, understanding, and positive school environment, boosting teacher morale, productivity, and overall job satisfaction.

Parents and Community Members. This research could shed light on how parents and community perceive the social skills of school heads, particularly concerning community engagement, partnerships. Enhanced social skills in school leadership can lead to stronger school-community bonds, greater parental involvement in school activities, effective communication channels, and a responsive and inclusive educational environment for learners.

Department of Education (DepEd). The results can provide empirical data for DepEd, particularly at the division and district levels, including Cervantes District, Ilocos Sur. This information can serve as a basis for developing and refining competency frameworks, designing relevant professional development programs, and formulating policies to strengthen the social and interpersonal skills of school leaders.

Future Researchers. This study could contribute to the existing body of literature on educational leadership and social skills, particularly within the Philippine context. It could provide baseline data and identify potential

areas for further investigation, serving as a valuable reference for future studies exploring the nuances of social competence among school heads in various settings.

Definition of Terms

The following terms are defined for a better understanding of this study.

School Heads. This refers to the officially designated leaders of public elementary schools in the Cervantes District, Ilocos Sur. They are individuals who hold administrative authority in managing school operations, supervising instructional and non-instructional personnel, and leading school-community partnerships.

Social Skills. This refers to the set of interpersonal competencies possessed and demonstrated by elementary school heads, encompassing their abilities to communicate effectively, collaborate, build relationships, empathize, and manage interactions with various stakeholders

Profile. This refers to the age, gender, rank, number of established partnerships, length of service in their current positions, number of professional memberships, and school type of Elementary School Heads in Cervantes district.

Age. This refers to the age of the school head at the time of data collection, expressed in years and categorized into the following ranges: 20–29 years old, 30–39 years old, 40–49 years old, 50–59 years old, and 60 years old and above. Age is considered an important demographic variable as it may influence leadership experience, maturity, adaptability to change, and interpersonal dynamics with teachers, parents, and community stakeholders.

Gender. This refers to the classification of individuals as male, female and LGBTQ+. In this research, it identifies the gender of the school heads.

Rank. This refers to the official administrative position held by the school head within the Department of Education hierarchy which include positions ranging from Officer-in-Charge and Head Teacher levels I through III to Principal levels I through IV. Rank indicates the level of administrative authority, responsibility, and experience within the organizational structure, which may influence leadership practices, decision-making autonomy, and the scope of school-community engagement.

Number of Established Partnerships. This is the quantifiable total count of formal or informal collaborations, linkages, or agreements that the school head has initiated or maintained with external organizations, agencies, or individuals for the benefit of the school, as reported by the respondents.

Length of Service in Current Position. This refers to the duration that the school head has been serving in their present administrative position in their current school. This is categorized into ranges from less than one year up to more than ten years.

Number of Professional Memberships. This refers to the total count of active memberships the school head holds in professional organizations, associations, or networks related to education or leadership. This is measured using categories from zero membership up to seven to ten memberships.

School Type. This refers to the classification of the elementary school where the respondent is assigned based on size and organizational structure. Categories include multigrade schools, integrated schools, small schools, and big schools.

Level of Social Skills. This refers to the extent or degree of social competence demonstrated by the school head as measured by accumulated scores on the research instrument. The instrument utilizes a four-point Likert scale ranging from strongly agree to strongly disagree across twenty-five items covering five dimensions. The level will be interpreted qualitatively as very high, high, moderate, low, or very low based on a predetermined scoring rubric.

Management of Diverse Relationships. This refers to the school head's ability to build, maintain, and navigate positive, respectful, and productive interactions with staff, students, parents, and external partners. This dimension is assessed through six items focusing on establishing respectful relationships, resolving conflicts, demonstrating approachability, building rapport with parents, engaging community leaders, and fostering mutual respect among stakeholders.

Management of School Organizations. This refers to the school head's skill in effectively leading, coordinating, and interacting with formal and informal groups within the school. This dimension is measured through four items addressing leadership of school-based committees, delegation of tasks, motivation of organization members, and harmonious operation toward common goals.

Inclusive Practice. This refers to the social skill of actively promoting an environment where all school community members feel valued and respected. This dimension is assessed through five items covering promotion of inclusive environments, sensitivity to diverse student and staff needs, encouragement of open dialogue, and appropriate addressing of discrimination.

Communication. This refers to the proficiency in effectively conveying and receiving information through verbal, non-verbal, and written means. This dimension is measured through five items focusing on clear policy communication, active listening, constructive feedback, use of various communication channels, and facilitation of respectful dialogue.

Community Engagement. This refers to the social skill of proactively connecting and collaborating with parents, local government units, and community organizations. This dimension is assessed through five items addressing seeking partnerships, representing school vision and mission, mobilizing community resources, and involving community members in decision-making processes.

METHODOLOGY

This chapter outlines the methodology employed in this comparative correlational study, detailing the research design, participants and locale, research instruments, data gathering procedures, statistical treatment, data categorization, and ethical considerations.

Research Design

This study employed a descriptive comparative and descriptive correlational research design to investigate the level of social skills of school heads and their relationships with various profile variables.

The descriptive-comparative design was used to determine whether there are significant differences in the level of social skills of school heads when grouped according to their profile, such as age, rank, school type, and length of service. It also examined whether there is a significant difference in the level of social skills as perceived by teachers, parents, and the school heads themselves. This design involves comparing groups to identify similarities and differences across categories (Miri & Shahrokh, 2019). On the other hand, the descriptive-correlational design was utilized to determine whether there is a significant relationship between the profile of respondents and the level of social skills of school heads. It measures the degree and direction of relationships between variables without manipulation (Creswell & Creswell, 2018).

The use of these designs allowed the study to analyze both differences and relationships, making it appropriate for addressing the research problems.

Locale and Population of the Study

The study was conducted in Cervantes District, which comprises 22 public elementary schools located in Cervantes, Ilocos Sur. The respondents of the study included school heads, teachers, and PTA officers within the district to ensure a comprehensive understanding of school leadership from multiple perspectives.

All school heads and PTA officers in the district were included in the study using total enumeration. For teachers, in schools with more than five teachers, only five teachers were included, while in schools with fewer than five teachers, all teachers were included. This ensured representation from each school while maintaining a manageable number of respondents.

As presented in the table, the study initially targeted a total of 22 school heads, 83 teachers, and 176 PTA officers as respondents. However, during the data collection, the actual number of respondents was reduced to 16 school heads, 66 teachers, and 123 PTA officers.

Name of Schools		Name of Respondents					
		School Heads		Teachers		PTA Officers	
		Sample	Actual	Sample	Actual	Sample	Actual
	Aluling Elementary School	1	1	5	5	7	7
	Bissayot Elementary School	1	1	5	5	7	7
	Biwak Elementary School	1	0	2	0	7	0
	Cabaroan Elementary School	1	1	5	5	8	8
	Cervantes Central School	1	1	5	5	11	10
	Comillas North Integrated School	1	1	5	5	12	12
	Comillas South Elementary School	1	1	5	5	10	10
	Daing Integrated School	1	1	5	5	14	14
	Dinwede Elementary School	1	0	2	0	7	0
	Libang Elementary School	1	1	5	5	7	5
	Lamagan Primary School	1	0	2	0	7	0
	Liqueo Elementary School	1	1	2	2	8	8
	Malaya Elementary School	1	1	3	3	7	7
	Namaligan Elementary School	1	1	2	0	7	0
	Naiba Elementary School	1	0	3	0	7	0
	Paang Elementary School	1	0	5	0	7	0
	Pilipil Elementary School	1	1	3	3	7	7
	Quinayad Elementary School	1	1	2	2	7	7
	Rosario Elementary School	1	1	5	5	7	6
	San Juan Elementary School	1	1	5	5	7	7
	Tagpeo Elementary School	1	0	2	0	7	0

Zigzag Pines Elementary School	1	1	5	5	8	8
Total	22	16	83	66	176	123

The decrease in the number of respondents across all groups was primarily due to non-response, unreturned questionnaires, and some participants opting not to take part in the study. Despite this reduction, the data gathered were still considered sufficient to support the analysis of the study.

Research Instrument

A survey questionnaire was utilized in this study to assess the social skills of school heads in the context of community engagement and leadership. The instrument was structured into sections and employed a 4-point Likert scale.

The questionnaire for school heads consisted of two parts. The first part gathered their demographic profile, including age, gender, current rank, number of established partnerships, length of service, professional memberships, and school type. The second part contained 25 items that measured their self-perceived level of social skills across five key areas: management of diverse relationships (6 items), management of school organizations (4 items), inclusive practice (5 items), communication (5 items), and community engagement (5 items).

For teachers and PTA officers, the questionnaire directly focused on the perceived level of social skills of the school head. Using the same 25 indicators and Likert scale, they assessed the school head's competencies across the same five areas. The questionnaire for PTA officers was translated into the vernacular to ensure better understanding and more accurate responses.

Prior to its administration, the instrument underwent content validation by a panel of experts to ensure clarity, relevance, and alignment with the objectives of the study.

Data Gathering Procedures

Upon the satisfactory completion of the reliability testing of the research instrument, a formal request letter was submitted to the school heads in the Cervantes District to seek permission to conduct the study (see Appendix A). Upon approval, the survey questionnaires were personally distributed and collected by the researcher and sufficient time was given for them to complete the instrument to ensure thoughtful and accurate responses. Throughout the data collection process, voluntary participation was emphasized, while confidentiality and anonymity were strictly observed by not requiring any identifying information from the respondents, thereby ensuring that all responses were kept private and used solely for research purposes.

Statistical Treatment

The following statistical tools were employed to analyze the data.

To describe the profile of the school heads, frequency counts and percentages were used. The level of social skills of school heads was determined using the weighted mean.

To determine the significant relationship between the profile of the respondents and the level of social skills of school heads, the Chi-square test was utilized. Meanwhile, the significant differences in the levels of social skills when school heads were grouped according to their profile were analyzed using the t-test and Analysis of Variance (ANOVA). Furthermore, to determine the significant difference in the levels of social skills as perceived by school heads, teachers, and PTA officers, a one-way ANOVA was employed.

Data Categorization

To describe the level of social skills of school heads, the following scale was utilized.

Mean Range	Descriptive Rating	Interpretation
1.00 – 1.75	Very Low	The social skill is rarely or never demonstrated/perceived, not evident.
1.76 – 2.50	Low	The social skill is demonstrated/ perceived at a low level, rarely evident.
2.51 – 3.25	High	The social skill is generally demonstrated/ perceived at a high level, often evident.
3.26 – 4.00	Very High	The social skill is consistently demonstrated/ perceived at a very high level, always evident.

To interpret the relationship between variables using the Pearson Correlation Coefficient (r), the following scale was utilized.

Correlation Coefficient	Interpretation
- 0.90 to 1.00 +	Very High (Strong) Correlation
- 0.70 to 0.89 + 0.50 to 0.69	High (Strong) Correlation
- +	Moderate Correlation
- 0.30 to 0.49 +	Low (Weak) Correlation
- 0.00 to 0.29 +	Very Low (Very Weak) Correlation / Negative Correlation

Ethical Considerations

This study upheld ethical standards to protect the rights, dignity, and well-being of all participants. Prior to data collection, respondents were fully informed about the purpose, procedures, and potential risks or benefits of the study. The data were stored securely and were not disclosed to unauthorized individuals.

The researcher followed all institutional ethical guidelines and secured the necessary ethical clearance or approval from the appropriate review board before conducting the study.

To ensure the academic integrity of the research, all sources were properly cited and acknowledged, avoiding any form of plagiarism. The researcher commits to presenting results honestly and objectively, without fabrication or manipulation of data, and was disclose any potential conflicts of interest that may affect the credibility of the study.

Limitation of the study

A key limitation of this study is the relatively small number of school head respondents ($n = 16$), which resulted from non-participation and incomplete data collection across selected schools. Although total enumeration was initially intended, the reduced sample size has important implications for the study.

First, the small sample size may produce unstable statistical estimates, as computed values such as means, correlations, and test statistics become more sensitive to individual responses. This means that slight variations in responses may disproportionately influence the overall results.

Second, the study is subject to low statistical power, which limits its ability to detect true significant relationships or differences among variables. As a result, some findings that appear non-significant may not necessarily indicate the absence of a relationship but may instead reflect insufficient sensitivity of the statistical analysis.

Third, the reduced sample size increases the risk of Type II error, where actual significant relationships or differences may remain undetected. This is particularly relevant in analyses involving grouped comparisons and correlational tests, where subgroup sizes become smaller.

Given these limitations, the findings of the study should be interpreted with caution. While the results provide useful insights into the social skills of school heads in Cervantes District, they may not fully represent the broader population. Future studies are recommended to include a larger sample size or a wider scope to improve the reliability and generalizability of the findings.

RESULTS AND DISCUSSIONS

This chapter presents the results, interpretation, conclusion, and recommendation.

Table 1 presents and discusses the profile of the School Heads in Cervantes District in terms of age, gender, rank, number of established partnerships, length of service, number of professional membership and the School Type.

Table 1 shows that the majority of the school heads in Cervantes District belong to the 40–49 years old age group with a percentage of 50% of the total population. This means that most of the school heads in Cervantes District are within the age of 40-49 years old who are in their mid-career to senior stages of professional leadership. The distribution shows that school leadership in the district is largely handled by experienced individuals who have accumulated professional exposure and administrative maturity.

In the study of Smith (2021) older leaders demonstrate stronger community relations and policy consistency. Similarly, Kim (2020) reported that age contributes to enhanced conflict management and social navigation skills. Rehman et al. (2021) also noted that older school heads are more likely to adopt collaborative leadership styles, strengthening interpersonal relationships and stakeholder trust. Additionally, Lazaro et al. (2024) also emphasized that senior leaders focus on institutional continuity and long-term trust-building.

Table 1. Profile of the School Heads in Cervantes District

Age	F	Percentage
20-29 years old	0	0
30-39 years old	3	18.8
40-49 years old	8	50.0
60 years old and above	5	31.3

TOTAL	16	100
Gender		
Male	5	31.3
Female	10	62.5
LGBTQ+	1	6.3
TOTAL	16	100
Rank		
Teacher-in-Charge	6	37.5
Officer-in-Charge	3	18.8
Head Teacher I	2	12.5
Head Teacher II	0	0
Head Teacher III	1	6.3
Principal I	2	12.5
Principal II	0	0
Principal III	0	0
Principal IV	2	12.5
TOTAL	16	100
Partnership		
0-2	5	31.3
3-5	6	37.5
6-8	1	6.3
9 or more	4	25.0
TOTAL	16	100
Length		
Less than 1 year	3	18.8
1-3 years	6	37.5
4-6 years	4	25.0
7-10 years	0	0
More than 10 years	3	18.8
TOTAL	16	100

Membership	F	Percentage
0	2	12.5
1-2	10	62.5
3-4	3	18.8
7-10	1	6.3
TOTAL	16	100

School Type	F	Percentage
Multigrade	3	18.8
Integrated School	2	12.5
Small School	9	56.3
Big School	2	12.5
TOTAL	16	100

This implies that schools should continue to strengthen mentorship systems where experienced school heads guide younger aspiring leaders. Leadership development programs may also integrate digital innovation training to ensure adaptability among senior leaders. Succession planning is recommended to prepare younger educators for future administrative roles while preserving institutional continuity.

Table 1 also shows that the majority of the school heads in Cervantes District are female with a percentage of 62.5% of the total population indicating that leadership positions in Cervantes District are predominantly occupied by women. The results showed increasing gender representation and inclusivity in educational leadership. Wherein the dominance of female school heads reflects evolving societal norms and institutional support for gender equity in leadership roles. It also states that gender significantly influences leadership approaches and relational engagement. The World Health Organization (2022) explains that gender roles shape behavioral expectations in leadership contexts.

According to Weisberg et al. (2022) and Garcia et al. (2021) female leaders often demonstrate higher empathy and participatory leadership styles. Additionally, in the study of Atari et al. (2020) it states that females score higher in care and fairness-based moral reasoning across cultures. This implies that schools should continue promoting gender-inclusive leadership policies and equal professional growth opportunities. Leadership programs should emphasize diversity, inclusivity, and equitable participation to strengthen collaborative school governance.

In terms of rank, table 1 further shows that the majority of the school heads in Cervantes District holds the position of Teacher-in-Charge with a percentage of 37.5% of the total population indicating that many schools in the district are managed by designated or acting administrators. This reflects staffing structures in smaller or rural schools. According to Reyes (2020) higher-ranking administrators manage broader stakeholder networks. Philippine-based research reported in Journal of Institutional Research in South East Asia (2023) notes that Teachers-in-Charge frequently perform complex leadership tasks comparable to school heads yet may encounter limitations in authority, training, and access to institutional resources.

In terms of the number of established partnerships, most school heads in Cervantes District reported having 3–5 partnerships with a percentage of 37.5% of the total population indicating that most school heads actively engage with external stakeholders but may still have opportunities to expand collaborative networks. Although engagement is present, there may still be opportunities to broaden and diversify partnerships to further

strengthen school support systems. This finding is supported by Garcia (2022), who emphasized that school–community collaboration plays a significant role in enhancing school effectiveness and program sustainability. Similarly, the Organization for Economic Cooperation and Development [OECD] (2021) reports that schools that actively engage multiple stakeholder groups tend to demonstrate stronger governance structures, shared accountability, and improved educational performance.

School heads in Cervantes District show proactive leadership through their existing partnerships, though most maintain only 3–5 collaborations. This indicates potential to expand and diversify networks. Strengthening formal agreements, engaging more private and non-government organizations, and sustaining long-term community involvement can further enhance school development. While current partnerships reflect positive engagement, broadening stakeholder collaboration is recommended for sustained educational improvement.

In terms of length of service, Table 1 also shows that the majority of the school heads in Cervantes District have served for 1–3 years, with a percentage of 37.5% of the total population. This indicates that many school heads are relatively new in their administrative roles, which shows recent appointments, transfers, or rotations in the district. This reflects the staffing patterns in smaller or rural schools, where administrative positions are often designated for acting or newly assigned personnel.

In terms of the number of professional memberships, table 1 further shows that the majority of the school heads in Cervantes District holds 1-2 professional membership with a percentage of 62.5% of the total population indicating that many schools in the district has a moderate professional engagement.

Santos (2024) reported that active professional memberships enhance leadership capacity and access to innovative practices. Gomez (2020) found that professional networks facilitate collaboration and partnership identification.

In terms of the school type, table 1 also shows that the majority of the school heads in Cervantes District mostly come from Small Schools with a percentage of 56.3% of the total population indicating that the district is largely composed of smaller educational institutions. The dominance of small schools shows closer administrative teacher relationships and more personalized leadership approaches, which allow school heads to engage directly with staff, students, and the community. Supporting this, Garcia (2022) noted that big schools require more complex administrative management, while small schools allow for more direct engagement with stakeholders. Similarly, Lim and Reyes (2022) found that smaller schools foster stronger relational engagement and community support, and Tan (2023) emphasized that integrated schools must balance diverse program needs, which can dilute personalized attention.

This implies that the predominance of small schools in Cervantes District provides an environment conducive to closer relationships between school heads and their teachers, allowing for more personalized leadership and direct engagement with the school community. It also shows that school heads in Cervantes District effectively foster collaboration, support, and community involvement compared with leaders in larger or integrated schools, where administrative complexity may limit such personalized interactions. The school type enhances the ability of leaders to respond to the specific needs of their staff and students.

Table 2a presents the level of social skills of school heads in managing diverse relationships as perceived by teachers, parents (PTA), and school heads themselves.

Table 2a. Level of Social Skills on the Management of Diverse Relationships

		Teachers		PTA Officers		School Heads			
		WM	DE	WM	DE	WM	DE	AWM	INT
1	The school head maintains respectful	3.93	VH	3.96	VH	3.94	VH	3.94	VH

	relationships with all staff members.								
2	The school head effectively resolves conflicts among school personnel.	3.86	VH	3.92	VH	3.88	VH	3.89	VH
3	The school head effectively demonstrates approachability in interactions with students.	3.91	VH	3.97	VH	3.81	VH	3.90	VH
4	The school head regularly builds positive rapport with parents.	3.91	VH	3.91	VH	3.81	VH	3.88	VH
5	The school head actively engages with community leaders.	3.91	VH	3.93	VH	3.81	VH	3.88	VH
6	The school head consistently fosters a climate of mutual respect among all school stakeholders.	3.87	VH	3.98	VH	3.81	VH	3.89	VH
	Categorical Weighted Mean	3.90	VH	3.94	VH	3.84	VH	3.90	VH

Legend: VH-Very High

WM-Weighted Mean

DE-Descriptive Equivalent

INT-Interpretation

The indicator “The school head maintains respectful relationships with all staff members” obtained the highest mean of 3.94, interpreted as Very High. When viewed comparatively, the PTA with a weighted mean of 3.96 and the School Heads with a weighted mean of 3.94 rated this slightly higher than the Teachers with a weighted mean of 3.93. Furthermore, the indicators “The school head effectively resolves conflicts among school personnel” and “consistently fosters a climate of mutual respect among all school stakeholders” both earned a mean of 3.89, interpreted as Very High. Notably, the PTA provided the most optimistic ratings for these indicators with weighted means of 3.92 and 3.98 respectively, compared to the ratings from Teachers with weighted means of 3.86 and 3.87.

The results are corroborated by Grande et al. (2024), who reported that school heads with strong interpersonal and relational skills foster a positive organizational culture, enhancing teacher work values and collaborative engagement. Andalan (2025) also emphasized that school heads’ social competence is a critical predictor of school performance, particularly in managing relationships with staff and stakeholders. Furthermore, Valmores (2021) highlighted that school heads’ respectful and fair treatment of personnel significantly strengthens trust, collaboration, and overall school effectiveness.

This implies that school heads prioritize professionalism, fairness, and positive interpersonal interactions with teachers and personnel. Respect-based leadership is the strongest demonstrated relational competency in the district, which means that school heads are effectively fostering trust, collaboration, and organizational harmony. Therefore, school leaders should continue modeling respect-based communication to ensure that policies reinforce dignity and fairness in the workplace.

The indicator “The school head effectively demonstrates approachability in interactions with students” obtained the second-highest mean of 3.90, interpreted as Very High. In a comparative context, the PTA with a weighted mean of 3.97 and Teachers with a weighted mean of 3.91 perceived the school heads to be more approachable than the School Heads who perceived themselves with a weighted mean of 3.81. This disparity shows that while school heads may be self-critical of their own student engagement, the external and internal stakeholders view them as highly accessible and open to student concerns. This perceived approachability is essential because approachable school leaders foster students’ sense of safety, belonging, and engagement. Grande et al. (2024) emphasized that school heads who demonstrate strong interpersonal skills positively influence teacher and student engagement, while Andalan (2025) highlighted that school heads’ social

competence enhances students' well-being and school climate. Therefore, the approachability of school heads contributes directly to a supportive learning environment and improved instructional effectiveness.

This implies that school heads are perceived as accessible and open, which enhances students' sense of safety and belonging. It also that approachability contributes directly to a positive school climate and higher student engagement.

The indicators "The school head regularly builds positive rapport with parents" and "actively engages with community leaders" obtained the lowest mean of 3.88, interpreted as Very High. Comparatively, the PTA and Teachers gave higher ratings with weighted means ranging from 3.91 to 3.93 to these efforts, while the School Heads rated themselves lower with a weighted mean of 3.81. Although these scores remain in the Very High category, they are the lowest among all indicators in the table.

The importance of these partnerships is emphasized by Maturan (2025) who noted that involving parents and community stakeholders in school programs strengthens collaboration, resource mobilization, and student outcomes, while Jesus (2025) highlighted that school heads who cultivate strong community ties enhance both program sustainability and stakeholder satisfaction.

The results affirm that relational leadership is a defining strength of school heads in the district. Sustaining this competency through ongoing professional development, stakeholder engagement programs, and inclusive leadership practices will further enhance school climate, collaboration, and institutional effectiveness.

Table 2b presents the level of social skills of school heads in managing school organizations as perceived by teachers, parents, and school heads. The overall Average Weighted Mean (AWM) is 3.81, interpreted as Very High (VH).

Table 2b. Level of Social Skills on Management of School Organizations

		Teachers		PTA Officers		School Heads		WM	NT
		WM	E	M	E	M	DE		
1	The school head effectively coordinate school-based committees.	3.84	VH	3.89	VH	3.56	VH	3.76	VH
2	The school head clearly delegates tasks effectively within school organizations.	3.90	VH	3.94	VH	3.63	VH	3.82	VH
3	The school head motivates members of school organizations to actively participate.	3.83	VH	3.93	VH	3.69	VH	3.81	VH
4	The school head ensures that school organizations operate harmoniously towards common goal.	3.84	VH	3.94	VH	3.75	VH	3.85	VH
	Categorical Weighted Mean	3.85	VH	3.93	VH	3.66	VH	3.81	VH

Legend: VH-Very High WM-Weighted Mean DE-Descriptive Equivalent INT-Interpretation

The indicator "The school head ensures that school organizations operate harmoniously towards common goals" obtained the highest mean of 3.85, interpreted as Very High. Comparatively, PTA Officers provided the highest rating with a weighted mean of 3.94, followed by Teachers with a weighted mean of 3.84, while School Heads rated themselves with a weighted mean of 3.75. This shows that while all groups perceive a high

level of harmony, external stakeholders and teachers have a stronger conviction in the school head's ability to foster unity than the leaders themselves.

According to Valmores (2021), school heads with strong interpersonal and leadership skills are more effective in maintaining positive relationships and improving school performance. Similarly, Villanueva et al. (2021) found that interpersonal skills significantly influence leadership effectiveness, particularly in fostering collaboration among teachers. In addition, Valdepenas (2026) reported that school heads who demonstrate strong collaborative skills receive greater support from stakeholders, strengthening organizational unity. This implies that school heads are highly effective in promoting unity and shared direction across school organizations. However, the lower self-assessment shows that school heads may be more reflective and critical of their leadership practices. This highlights the importance of continuous self-evaluation and feedback mechanisms to sustain and further enhance collective alignment within the school. The indicators "Clearly delegates tasks effectively within school organizations" with a mean of 3.82 and "Motivates members of school organizations to actively participate" with a mean of 3.81 both earned a Very High descriptive equivalent. Notably, PTA Officers provided the highest ratings for both with a weighted means of 3.94 and 3.93, whereas School Heads rated their own performance lower with weighted means of 3.63 and 3.69.

This is corroborated by Dellomas and Deri (2022), who found that school heads who demonstrate effective communication and supportive relationships foster higher teacher motivation and cooperation. Likewise, Garcia-Martinez et al. (2022) highlighted that strong communication and relationship-building skills enhance teamwork and collaboration among teachers. Furthermore, Owan et al. (2025) reported that interpersonal and public relations skills strengthen stakeholder engagement and participation in school activities.

This implies that school heads are successful in empowering members through clear task delegation and motivation, resulting in active participation within school organizations. However, the relatively lower self-ratings indicate that school heads recognize areas for personal improvement, suggesting a need for continued development of leadership strategies that further enhance engagement and shared responsibility

The indicator "Effectively coordinates school-based committees" received the lowest mean of 3.76, interpreted as Very High. Comparatively, PTA Officers gave a weighted mean of 3.89 and Teachers a weighted mean of 3.84, while School Heads provided their lowest self-assessment with a weighted mean of 3.56.

This finding aligns with Dargantes (2020), who noted discrepancies between school heads' self-perceptions and stakeholders' assessments, emphasizing the importance of feedback in improving leadership practices. Similarly, Virador (2023) found that effective communication and relationship-building enhance coordination and stakeholder involvement in school activities. In addition, Valmores (2021) highlighted that leadership effectiveness, including coordination functions, is strengthened through strong interpersonal competencies.

This implies that although coordination among school committees is generally strong, it involves more complex demands that school heads find challenging to manage. This shows a need for more structured coordination mechanisms, such as clearer role delineation and systematic communication processes, to improve efficiency and reduce overlaps in responsibilities.

Table 2c presents the level of social skills of school heads in terms of inclusive practice, as perceived by teachers, parents, and school heads.

Table 2c. Level of Social Skills on Inclusive Practice

	Indicators	Teachers		PTA Officers		School Heads		AWM INT	
		WM	DE	WM	DE	WM	DE		
1	The school head actively promotes an inclusive environment where all	3.89	VH	3.95	VH	3.94	VH	3.93	VH

	learners feel valued.								
2	The school head respectfully demonstrates sensitivity to the diverse needs of students.	3.86	VH	3.96	VH	3.81	VH	3.88	VH
3	The school head respectfully demonstrates sensitivity to the diverse needs of staffs.	3.84	VH	3.94	VH	3.75	VH	3.85	VH
4	The school head encourages open dialogue regarding diverse perspectives within the school community.	3.83	VH	3.94	VH	3.81	VH	3.86	VH
5	The school head addresses instances of discrimination appropriately.	3.86	VH	3.93	VH	3.81	VH	3.87	VH
	Categorical Weighted Mean	3.86	VH	3.95	VH	3.83	VH	3.88	VH

Legend: VH-Very High WM-Weighted Mean DE-Descriptive Equivalent INT-Interpretation

The overall Average Weighted Mean of 3.88, described as “Very High,” indicates that school heads in Cervantes District demonstrate strong inclusive practices. Comparatively, PTA respondents rated the highest with a mean of 3.95, followed by teachers with a mean of 3.86, while school heads rated themselves lower with a mean of 3.83. This shows that inclusive leadership is strongly recognized by stakeholders, particularly parents, while school heads tend to assess their own practices more conservatively.

This result is supported by (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021) which emphasized that inclusive leadership promotes equity, participation, and respect for diversity, and by OECD, which highlighted that inclusive school environments enhance student well-being and community trust. These results imply that schools should continue strengthening inclusive leadership practices and institutionalizing diversity programs to sustain a supportive and equitable learning environment.

The indicator “The school head actively promotes an inclusive environment where all learners feel valued” obtained the highest rating with a mean of 3.93. In comparison, PTA gave the highest rating with a mean of 3.95, followed closely by school heads with a mean of 3.94, and teachers with a mean of 3.89. This indicates that all groups strongly agree that creating a sense of belonging is a key strength of school leadership. The results is supported by the general framework of social skills, which emphasizes that effective communication, empathy, and relationship-building are essential in fostering collaboration and trust within the school community (Garcia-Martinez et al., 2022). Inclusive practices reflect these competencies, as they enable school heads to create environments where learners feel respected and valued. Moreover, the reviewed studies highlight that social competence strengthens stakeholder engagement and participation, which are critical in promoting inclusive school cultures.

The second highest indicator, “The school head respectfully demonstrates sensitivity to the diverse needs of students,” obtained a mean of 3.88. PTA rated this highest with a mean of 3.96, followed by teachers with a mean of 3.86, and school heads with a mean of 3.81. Similarly, the third highest indicator, “The school head addresses instances of discrimination appropriately,” obtained a mean of 3.87, with PTA rating it higher than teachers and school heads. These results show that stakeholders have strong confidence in how school heads respond to student diversity and fairness, although school heads tend to give slightly lower self-ratings.

The result is supported by OECD, which emphasized that inclusive and fair school environments strengthen trust and improve student well-being. This implies that schools should sustain and further enhance inclusive and anti-discrimination practices to maintain a safe, fair, and supportive learning environment.

On the other hand, the indicator “The school head respectfully demonstrates sensitivity to the diverse needs of staff” obtained the lowest mean of 3.85, followed by “The school head encourages open dialogue regarding diverse perspectives” with a mean of 3.86. In both indicators, school heads provided the lowest ratings, while PTA consistently gave the highest. This shows that although inclusive practices are highly evident for students, there is relatively less emphasis on staff inclusivity and open communication within the school community.

Also, David DeMatthews, emphasized that inclusive leadership should extend to teachers and staff to achieve a fully equitable school environment. This implies that schools should strengthen professional development programs, promote inclusive workplace practices, and encourage open dialogue among stakeholders to further improve collaboration and inclusivity.

The results reveal that school heads in Cervantes District demonstrate a very high level of social skills in inclusive practice, as consistently recognized by teachers, PTA members, and school heads themselves. While strengths are clearly evident in promoting student inclusivity, the relatively lower ratings in staff inclusivity and open dialogue indicate areas for continuous improvement. Sustaining inclusive initiatives while strengthening participation and communication will further enhance school climate, stakeholder trust, and overall effectiveness.

Table 2d presents the level of social skills of school heads in terms of communication as perceived by teachers, parents, and school heads.

Table 2d. Level of Social Skills on Communication

		Teachers		PTA Officers		School Heads		AWM	INT
	Indicators	WM	DE	WM	DE	WM	DE		
1	The school head communicates school policies clearly to all stakeholders.	3.88	VH	3.85	VH	3.81	VH	3.85	VH
2	The school head actively listens to concerns from stakeholders.	3.84	VH	3.92	VH	3.81	VH	3.86	VH
3	The school head promptly provides constructive feedback to staff members.	3.81	VH	3.91	VH	3.75	VH	3.82	VH
4	The school head uses various effective communication channels.	3.86	VH	3.90	VH	3.63	VH	3.79	VH
5	The school head actively facilitates respectful dialogue during school meetings.	3.84	VH	3.96	VH	3.81	VH	3.87	VH
	Categorical Weighted Mean	3.85	VH	3.91	VH	3.76	VH	3.84	VH

Legend: VH-Very High WM-Weighted Mean DE-Descriptive Equivalent INT-Interpretation

The overall Categorical Weighted Mean of 3.84, described as Very High (VH), indicates that school heads in the district demonstrate strong communicative competence. Comparatively, PTA officers rated the highest with a mean of 3.91, followed by teachers with a mean of 3.85, while school heads rated themselves lower with a mean of 3.76. This shows that effective communication is strongly recognized by external stakeholders, particularly parents, while school heads tend to assess their own communicative practices more conservatively.

This result is supported by Jesus (2025), who found that leadership styles characterized by strong interpersonal and relational skills significantly increase stakeholder participation, and by Ainscow (2020), who emphasized that inclusive leadership relies on a school head's ability to foster a culture of dialogue that reaches all members of the community. The results imply that schools should continue strengthening their communication strategies to sustain stakeholder trust and a supportive learning environment.

The indicator “The school head actively facilitates respectful dialogue during school meetings” obtained the highest rating with a mean of 3.87. In comparison, PTA officers gave the highest rating with a mean of 3.96, followed by teachers with a mean of 3.84, and school heads with a mean of 3.81. This indicates that all groups agree that promoting participatory discussion is a key strength of school leadership. The result is corroborated by Garcia-Martinez et al. (2022), who explained that school leaders who effectively utilize relationship-building strategies foster stronger collaboration and teamwork through open dialogue. Inclusive practices reflect these competencies, as they enable school heads to create environments where every voice is respected.

The second highest indicator, “The school head actively listens to concerns from stakeholders,” obtained a mean of 3.86. PTA officers rated this highest with a mean of 3.92, followed by teachers with a mean of 3.84, and school heads with a mean of 3.81. Similarly, the third highest indicator, “The school head communicates school policies clearly to all stakeholders,” obtained a mean of 3.85, with PTA officers rating it higher than the other groups. The results show that stakeholders have strong confidence in the school heads' responsiveness and clarity, although school heads tend to give slightly lower self-ratings.

The result is supported by McWayne et al. (2022), who emphasized that school leaders demonstrating empathy and respect are more successful in building trust with families. Furthermore, Olanrewaju et al. (2025) noted that clear communication is an essential predictor of organizational effectiveness. This implies that school heads should sustain these high levels of transparency and active listening to maintain a fair and supportive school climate.

On the other hand, the indicator “The school head promptly provides constructive feedback to staff members” obtained a mean of 3.82, followed by “The school head uses various effective communication channels” with the lowest mean of 3.79. In both indicators, school heads provided the lowest ratings, while PTA officers gave the highest. This shows that although communication is highly evident to external partners, there is a perceived need to diversify communication platforms and further refine internal feedback loops for staff.

Grande et al. (2024) emphasized that school heads with high emotional intelligence and strong interpersonal skills positively influence teachers' work values and professionalism. Additionally, Ainscow (2024) highlighted that leadership must extend to inclusive workplace practices to achieve a fully equitable environment. This implies that schools should strengthen their digital communication networks and institutionalize structured feedback systems to further improve internal collaboration and inclusivity.

Table 2e presents the level of social skills of school heads in terms of Community Engagement.

Table 2e. Level of Social Skills on Community Engagement

	Indicators	Teachers		PTA fficers		School Heads		AWM INT	
		WM	DE	WM	DE	WM	DE		
1	The school head actively seeks partnerships with community organizations to support school programs.	3.84	VH	3.92	VH	3.73	VH	3.83	VH
2	The school head effectively represents the school's vision to the wider community.	3.84	VH	3.97	VH	3.86	VH	3.89	VH

3	The school head effectively represents the school's mission to the wider community.	3.84	VH	3.96	VH	3.92	VH	3.91	VH
4	The school head effectively mobilize community resources to benefit the school.	3.89	VH	3.94	VH	3.86	VH	3.90	VH
5	The school head actively involve community members in decision-making processes.	3.86	VH	3.96	VH	3.86	VH	3.89	VH
Categorical Weighted Mean		3.86 VH		3.95 VH		3.84	VH	3.88 VH	

Legend: VH-Very High WM-Weighted Mean DE-Descriptive Equivalent INT-Interpretation

The overall Average Weighted Mean is 3.88 with a mean of 3.88 interpreted as Very High, indicating that school heads in Cervantes District demonstrate a very strong level of competence in community engagement. Comparatively, the highest indicator is “The school head effectively represents the school’s mission to the wider community” with a mean of 3.91, followed by “The school head effectively mobilizes community resources to benefit the school” with a mean of 3.90, and both “The school head effectively represents the school’s vision to the wider community” and “The school head actively involves community members in decision-making processes” with a mean of 3.89, while the lowest is “The school head actively seeks partnerships with community organizations” with a mean of 3.83. This shows that school heads are strongest in articulating direction and utilizing resources, while slightly less proactive in expanding external partnerships.

The result is supported by Virador (2023) and Owan et al. (2025), who emphasized that effective communication, relationship-building, and public relations skills of school heads strengthen school–community partnerships and stakeholder participation, while Valdepenas (2026) highlighted that strong interpersonal and collaborative skills increase stakeholder support, and Andalan (2025) stressed that social competence significantly improves stakeholder engagement and school performance. Thus, the very high ratings imply that school heads successfully build alignment, trust, and support from the community. The relatively lower rating in partnership-seeking shows the need for more structured and proactive outreach strategies to expand collaboration networks.

The indicator, “The school head effectively represents the school’s mission to the wider community” got the highest mean of 3.91, is supported by Garcia-Martinez et al. (2022) and Villanueva et al. (2021), who emphasized that effective communication, networking, and interpersonal skills strengthen shared understanding and collaboration among stakeholders. This implies that school heads clearly communicate the school’s purpose, resulting in stronger stakeholder commitment and unified support for school goals.

The second highest indicator, “The school head effectively mobilizes community resources to benefit the school” with a mean of 3.90, is supported by Owan et al. (2025) and Valmores (2021), who found that strong interpersonal and leadership skills enable school heads to build partnerships and generate support that enhances school performance and program implementation. This implies that school heads effectively maximize community resources through strong relationships and leadership competence.

On the other hand, the lowest indicator, “The school head actively seeks partnerships with community organizations to support school programs” with a mean of 3.83, though still very high, shows that outreach efforts may be further strengthened. OECD (2021) noted that formalized partnerships enhance sustainability and consistency. This implies that schools should develop structured partnership frameworks, stakeholder mapping, and formal agreements to widen community collaboration.

Table 2f presents the overall level of social skills of school heads across five major domains: management of diverse relationships, management of school organizations, inclusive practice, communication, and community engagement.

The Overall Weighted Mean is 3.86 with a mean of 3.86 interpreted as Very High, indicating that school heads in Cervantes District demonstrate a very strong overall level of social competence across all domains. Comparatively, the highest domain is “Management of Diverse Relationships” with a mean of 3.90, followed by both “Inclusive Practice” and “Community Engagement” with a mean of 3.88, while the lowest is “Management of School Organizations” with a mean of 3.81, followed by “Communication” with a mean of 3.84. This pattern shows that school heads are strongest in relational and inclusive leadership, while organizational and communication structures are slightly less emphasized.

Table 2f. Overall Level of Social Skills of School Heads along the following

		Teachers		PTA Officers		School Heads		AWM	INT
	Indicators	WM	DE	WM	DE	WM	DE		
A	Management of Diverse Relationships	3.90	VH	3.94	VH	3.84	VH	3.90	VH
B	Management of School Organizations	3.85	VH	3.93	VH	3.66	VH	3.81	VH
C	Inclusive Practice	3.86	VH	3.95	VH	3.83	VH	3.88	VH
D	Communication	3.85	VH	3.91	VH	3.76	VH	3.84	VH
E	Community Engagement	3.86	VH	3.95	VH	3.84	VH	3.88	VH
	Overall Weighted Mean	3.86	VH	3.93	VH	3.79	VH	3.86	VH

Legend: VH-Very High WM-Weighted Mean DE-Descriptive Equivalent INT-Interpretation

The results are supported by Valmores (2021) and Dargantes (2020), who emphasized that strong interpersonal and leadership skills contribute to improved school performance and stakeholder relationships, while Dargantes (2020) further highlighted that although school heads may demonstrate competence in communication and leadership, gaps may still exist when compared to stakeholder expectations. This underscores the importance of continuously improving social skills to align leadership practices with stakeholder needs. In addition, UNESCO (2020) highlighted the importance of inclusive and collaborative leadership, while OECD (2021) emphasized that socially competent leaders contribute to positive school climate and stakeholder engagement. Thus, the very high ratings imply that school heads effectively foster trust, inclusivity, and community collaboration; however, the relatively lower ratings in organizational management and communication show the need for more structured systems and strategic processes to enhance efficiency and clarity.

The highest domain, “Management of Diverse Relationships” with a mean of 3.90, implies that school heads excel in building trust and maintaining positive stakeholder relationships, supported by Valdepenas (2026) and Dellomas and Deri (2022), who found that strong interpersonal, collaborative, and relational skills enhance stakeholder support, teacher engagement, and positive school climate. This implies sustaining strong relationship-building practices, empathy, and conflict-resolution strategies to maintain trust and cooperation among stakeholders.

The second highest domains, “Inclusive Practice” and “Community Engagement” with a mean of 3.88, reflects strong equity-focused leadership and external collaboration, supported by Virador (2023) and McWayne et al. (2022), who emphasized that effective communication, inclusivity, and culturally responsive practices strengthen stakeholder involvement and school–community partnerships. This implies continuing inclusive policies, culturally responsive approaches, and strengthening structured partnership systems to sustain engagement.

On the other hand, the lowest domain, “Management of School Organizations” with a mean of 3.81, shows that coordination and structural processes may require further strengthening, as supported by Villanueva et al.

(2021) and Grande et al. (2024), who highlighted that leadership effectiveness depends on the integration of interpersonal, supervisory, and organizational skills, as well as emotional intelligence in managing school systems. This implies improving delegation, coordination, and organizational structures to enhance efficiency and effectiveness.

This is followed by “Communication” with a mean of 3.84, which, although very high, indicates the need to enhance communication systems and feedback mechanisms, as emphasized by Garcia-Martinez et al. (2022) and Olanrewaju et al. (2025), who found that communication, networking, and motivational skills significantly influence collaboration, teacher productivity, and stakeholder engagement. This implies strengthening structured communication channels, feedback systems, and collaborative platforms to improve clarity and engagement.

Overall, it means that while school heads demonstrate balanced and very high social skills, reinforcing organizational systems and communication structures will further enhance leadership effectiveness, efficiency, and stakeholder trust.

Table 3 presents the significant relationship between the profile of respondents and the level of social skills of school heads.

Table 3. Significant Relationship Between the Profile of Respondent and the Level of Social Skills of School Heads

		p-value	Interpretation
A	Age-Level of Social Skills	0.596	Not Significant
B	Gender-Level of Social Skills	0.835	Not Significant
C	Rank-Level of Social Skill	0.389	Not Significant
D	Number of Partnership-Level of Social Skills	0.742	Not Significant
E	Length of Service-Level of Social Skills	0.330	Not Significant
F	Number of Membership-Level of Social Skills	0.252	Not Significant
G	School Type-Level of Social Skills	0.321	Not Significant

The results revealed that age, with a p-value of 0.596, has no significant relationship with the level of social skills of school heads. The results contrasts with the literature identifying age as a critical factor in leadership behavior, such as Smith (2021) and Kim (2020), who found that age shapes technological priorities and social navigation skills respectively. While Rehman et al. (2021) identified age as a meaningful predictor of collaboration and interpersonal relationships, this study does not establish age as a determining factor. This implies that in this specific context, a school head's chronological age does not dictate their interpersonal ability or social maturity, indicating that social competence is consistently maintained across different generations of leaders.

Similarly, gender showed no significant relationship with social skills with a p-value of 0.835, confirming it is not a defining factor for social competence in this group. This result stands in contrast to Weisberg et al. (2022) and Atari et al. (2020), who reported that gender significantly influences leadership styles, with female and LGBTQ+ leaders often demonstrating higher levels of empathy and care-based ethics. While WHO (2022) notes that gender shapes how individuals navigate professional roles, these results demonstrate that gender identity does not necessarily limit or enhance the foundational social skills required for school leadership. This implies that both male and female school heads possess comparable social capabilities regardless of the socially constructed roles often associated with their gender.

In terms of rank, no significant relationship was found with social skills which shows that administrative level is not a factor in a leader's social competence. This differs from the results of Reyes (2020) and Lee (2022), which indicates that higher rank typically demands more sophisticated social abilities, advanced negotiation, and strategic communication. While Ramirez and Santos (2024) argue that higher administrative positions are linked to more proficient building of structured partnerships, the current results indicate that social skills remain uniform across the hierarchy. This implies that social skills are a baseline requirement for all school heads, and moving up the administrative ladder does not automatically result in a higher level of perceived social proficiency.

The number of established partnerships was not significantly related to social skills. The finding diverges from Garcia (2022) and Rodriguez (2023), who found that strong networking, persuasive communication, and proactive leadership behaviors were key factors in increasing formal collaborative linkages. Although Mendoza and Cruz (2024) state that consistent communication practices are essential for sustaining partnerships, this study shows that the quantity of partnerships is not a reliable indicator of a school head's social competence. This implies that a leader's ability to manage many external links may depend more on institutional mandates or school needs than on their individual level of social skill.

Likewise, length of service showed no significant relationship with social skills. This is inconsistent with Lim (2023) and Alonzo and Dela Cruz (2024), who noted that longer tenure is a factor in developing stronger trust and more stable community relationships. While literature posits that extended service enhances leadership effectiveness through accumulated experience, these findings indicate that longevity in a position does not necessarily improve social competence. This implies that social skills may be an inherent trait or a skill developed early on, rather than a byproduct of long-term professional exposure in a single role.

Professional membership was not significantly related to social skills. This contrasts with Santos (2024) and Gomez (2020), who found that active participation in professional networks is a factor that strengthens a school head's social capital and ability to build connections. While literature maintains that these memberships serve as platforms for collaboration, this study indicates that involvement in such organizations does not directly reflect or enhance a leader's social skills. This implies that simply belonging to professional groups is insufficient for social skill development unless it is paired with active, high-quality interpersonal engagement.

Finally, school type was found not significantly related to social skills. This finding differs from Garcia (2022) and Lim and Reyes (2022), who argued that school size and structure are factors that influence leadership dynamics, with smaller settings promoting closer interpersonal connections. Although Santos (2023) highlighted that integrated schools require different management styles to maintain cohesion, the present findings show that the type of school does not dictate the level of social skills a leader possesses. This implies that social competence is a versatile leadership attribute that functions independently of the complexity or size of the educational institution.

Although all profile variables showed no significant relationship with the level of social skills, these findings must be interpreted with caution. The very small sample size relative to the number of categories greatly reduces statistical power, increasing the likelihood of a Type II error or the failure to detect a relationship that may actually exist. Therefore, the results are not reliable and should not be used as a basis for strong conclusions or generalizations. A larger sample size is necessary to produce more statistically dependable and valid results.

Table 4 presents the significant difference on the level of social skills of school heads when grouped according to profile. The findings of Table 4 revealed that there is a significant difference in the level of social skills of school heads when grouped according to profile only in terms of gender, while all other variables such as age, rank, number of partnerships, length of service, professional membership, and school type do not show significant differences, as evidenced by their p-values greater than 0.05. This indicates that among the profile variables, gender is the only factor that differentiates the level of social skills of school heads. In terms of age, the findings revealed no significant difference with a p-value of 0.773, although those aged 40–49 years obtained the highest mean of 3.89 interpreted as very high. This finding contrasts with Smith (2021), Kim (2020), Rehman et al. (2021), and Lazaro et al. (2024), who emphasized that age influences leadership

style, relational behavior, and decision-making capacity. While the literature highlights variations across age groups, the present study shows that these differences do not translate into significant variation in the level of social skills. This implies that age does not significantly differentiate the social skills of school heads.

Table 4. Significant difference on the level of social skills of school heads when grouped according to profile

Age	Mean	DE	p-value	Interpretation
30-39 years old	3.82	VH	0.773	Not Significant
40-49 years old	3.89	VH		
50-59 years old	3.86	VH		
Gender				
Male	3.74	VH	0.030	Significant
Female	3.92	VH		
LGBTQ+	4.00	VH		
Rank				
Teacher-in-Charge	3.86	VH	0.946	Not Significant
Officer-in-Charge	3.82	VH		
Head Teacher I	3.84	VH		
Head Teacher III	3.96	VH		
Principal I	3.94	VH		
Principal IV	3.88	VH		
Partnership				
0-2	3.88	VH	0.161	Not Significant
3-5	3.92	VH		
6-8	3.99	VH		
9 or more	3.74	VH		
Length				
Less than 1 year	3.82	VH	0.361	Not Significant
1-3 years	3.94	VH		
4-6 years	3.79	VH		
More than 10 years	3.88	VH		
Membership				
0	3.94	VH	0.367	Not Significant

1-2	3.89	VH		
3-4	3.81	VH		
7-10	3.67	VH		
School Type				
Multigrade	3.79	VH	0.707	Not Significant
Integrated School	3.84	VH		
Small School	3.90	VH		
Big School	3.87	VH		

In contrast, gender revealed a significant difference with a p-value of 0.030, with the LGBTQ+ group obtaining the highest mean of 4.00 interpreted as very high. This finding supports the World Health Organization (2022), Weisberg et al. (2022), Garcia et al. (2021), Atari et al. (2020), and Gurieva et al. (2022), which emphasized that gender influences interpersonal behavior, empathy, inclusivity, and leadership approaches. These differences in relational orientation and social interaction explain why variation exists across gender groups. This implies that gender significantly differentiates the level of social skills of school heads.

With respect to rank, the findings revealed no significant difference with a p-value of 0.946, although Head Teacher III obtained the highest mean of 3.96 interpreted as very high. This finding contrasts with Reyes (2020), Lee (2022), Pascual (2023), and Ramirez and Santos (2024), who emphasized that higher rank requires more advanced social and leadership skills due to broader responsibilities and stakeholder engagement. However, the present findings indicate that such differences in responsibility do not result in significant variation in social skills. This implies that rank does not significantly differentiate the level of social skills of school heads.

In terms of the number of established partnerships, the findings revealed no significant difference with a p-value of 0.161, although those with 6–8 partnerships obtained the highest mean of 3.99 interpreted as very high. This finding contrasts with Garcia (2022), Rodriguez (2023), Mendoza and Cruz (2024), and Lee et al. (2025), who emphasized that strong social skills enhance partnership-building and stakeholder collaboration. While the literature associates' social skills with partnership development, the present study shows that the number of partnerships does not create significant differences in the level of social skills. This implies that partnerships do not significantly differentiate social skills.

In terms of length of service, the findings revealed no significant difference with a p-value of 0.361, although those with 1–3 years of service obtained the highest mean of 3.94 interpreted as very high. This finding contrasts with Lim (2023) and Alonzo and Dela Cruz (2024), who emphasized that longer years of service strengthen relationships and leadership effectiveness. Despite this, the present study shows that tenure does not result in significant variation in social skills. This implies that length of service does not significantly differentiate the social skills of school heads.

Similarly, in terms of professional membership, the findings revealed no significant difference with a p-value of 0.367, although those with no membership obtained the highest mean of 3.94 interpreted as very high. The finding contrasts with Santos (2024) and Gomez (2020), who emphasized that professional networks enhance leadership capacity and collaboration. However, the findings show that membership does not produce significant differences in social skills. This implies that professional membership does not significantly differentiate the level of social skills.

Lastly, in terms of school type, the findings revealed no significant difference with a p-value of 0.707, although small schools obtained the highest mean of 3.90 interpreted as very high. The finding contrasts with Garcia (2022), Lim and Reyes (2022), and Santos (2023), who emphasized that school type influences leadership practices and stakeholder engagement. Despite differences in school context, the present study shows that these do not result in significant variation in social skills. This implies that school type does not significantly differentiate the level of social skills of school heads.

The overall results clearly show that gender is the only profile variable that results in a significant difference in the level of social skills of school heads, while all other variables do not demonstrate statistically significant variation. This highlights that social skills are generally consistent across different profiles, except when grouped according to gender.

Table 5 presents the significant difference on the levels of social skills of school heads as perceived by teachers, parents, and themselves.

Table 5. Significant difference on the levels of social skills of school heads as perceived by teachers, parents, and themselves.

	Mean	p-value	Interpretation
A. School Heads	3.79	0.132	Not Significant
B. Teachers	3.87		
C. PTA Officers	3.94		

The results revealed that there is no significant difference in the levels of social skills of school heads as perceived by teachers, PTA officers, and the school heads themselves, as indicated by a p-value of 0.132 which is greater than the 0.05 level of significance. Although slight variations in mean scores were observed, with PTA officers obtaining the highest mean of 3.94, followed by teachers with 3.87, and school heads with 3.79, all were interpreted as very high. This indicates that the three groups share relatively similar perceptions regarding the social skills of school heads, particularly in terms of interpersonal competence, communication skills, and relationship-building behaviors.

This is corroborated by Leithwood et al. (2020), who emphasized that effective school leadership practices, particularly those involving relational trust, communication, and collaboration, tend to result in consistent perceptions among stakeholders. Similarly, Hallinger (2020) explained that leadership effectiveness in social and relational dimensions becomes more credible when multiple stakeholders demonstrate aligned evaluations of leadership behaviors. In addition, Werang et al. (2022) found that school heads' interpersonal and communication competencies contribute to a positive school climate and are commonly perceived consistently by both teachers and parents when leadership practices are transparent and collaborative. This implies that the social skills of school heads are stable and visibly practiced, leading to a shared understanding and agreement among different stakeholders within the school community.

The absence of significant differences in perception indicates consistency and stability in the social leadership practices of school heads. This implies that such alignment strengthens trust, collaboration, and a unified school environment, which are essential for fostering a positive organizational climate and enhancing overall school effectiveness.

CONCLUSIONS

Based on the results of the study, the following conclusions are drawn:

1. The school heads in Cervantes District represent a professionally diverse group in terms of age, gender, rank, partnerships, years in position, professional memberships, and school type, indicating a stable and well-exposed leadership structure across the district.
2. The school heads demonstrate a very high level of social skills across the domains of management of diverse relationships, management of school organizations, inclusive practice, communication, and community engagement, which means they are capable of fostering collaborative, inclusive, and relationship-centered school environments.
3. The profile of school heads does not influence their level of social skills, indicating that leadership competencies such as communication, collaboration, and relationship management are consistently demonstrated regardless of background or experience.
4. There is no significant difference in the level of social skills of school heads when grouped according to profile variables, except for gender, which shows a significant difference, suggesting that gender may influence how social skills are expressed while still maintaining a very high level across groups.
5. There is no significant difference in the perceptions of teachers, parents, and school heads regarding social skills, indicating a shared and consistent view of the school heads' leadership effectiveness.

RECOMMENDATIONS:

Based on the results and conclusions drawn, the following recommendations are proposed:

1. The Schools Division Office may continue providing equal leadership development opportunities to all school heads, regardless of age, rank, or years of service, since social skills are not dependent on these characteristics.
2. School heads may continue attending leadership trainings and seminars that strengthen communication, inclusive practices, and community engagement to maintain and further improve their social skills.
3. Leadership programs may focus more on skill development rather than demographic differences. Mentoring and peer-learning activities may help sustain strong leadership practices.
4. The district may maintain the same leadership standards and expectations for all school heads, as social skills are consistently demonstrated across different profile groups.
5. Schools may establish regular feedback systems where teachers and parents can share their views on school leadership. This may help maintain transparency, trust, and continuous improvement.

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OUTPUT

Developed Output

TITLE: Organizational Leadership Workshop: Strengthening the Social Skills and Management Roles of School Heads in Cervantes District

I. Rationale

Effective school leadership is essential in ensuring the smooth implementation of school programs and the achievement of educational goals. School heads play a vital role not only in managing relationships but also in overseeing school organizations, including coordinating committees, delegating tasks, motivating staff, and ensuring that all school operations function harmoniously. This training is specifically designed to help school heads meet the requirements of the Philippine Professional Standards for School Heads (PPSSH) Domain 5 (Building Connections), which focuses on strengthening community engagement and professional networks to support school improvement.

The study showed that while school heads in Cervantes District demonstrate a Very High level of social skills, differences exist across domains. The findings revealed that among the five domains of social skills, Management of School Organizations obtained the lowest mean of 3.81, although still interpreted as Very High. This means that while school heads are generally competent, their skills in organizational management such as coordination, delegation, motivation, and maintaining organizational harmony are relatively less developed compared to other areas. These skills are essential in ensuring that school-based activities are well-organized, responsibilities are clearly assigned, and all members work collaboratively toward common goals.

The Leadership Enhancement Training is therefore designed to strengthen school heads' competencies in managing school organizations by providing practical strategies, structured approaches, and context-based activities. Through this initiative, school heads will be better equipped to improve coordination, enhance delegation practices, increase staff participation, and ensure the efficient operation of school organizations. The training is particularly designed to support school heads in Cervantes District, including those serving as

Teacher-in-Charge, who often manage multiple roles with limited personnel. These areas have been prioritized as the focus of this training to help school heads perform their administrative and leadership functions more effectively.

Level of Social Skills of School Heads on Management of School Organizations

INDICATORS	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. The school head effectively coordinates school-based committees	3.76	Very High
2. The school head clearly delegates tasks effectively within school organizations	3.82	Very High
3. The school head motivates members of school organizations to actively participate	3.81	Very High
4. The school head ensures that school organizations operate harmoniously toward common goals	3.85	Very High

Objectives

General Objectives:

To enhance the competencies of school heads in Cervantes District in managing school organizations, particularly in coordination, delegation, motivation, and ensuring harmonious operations, to improve overall school performance and program implementation.

Specific Objectives:

- To improve school heads' ability to effectively coordinate school-based committees in the implementation of school programs and activities.
- To strengthen school heads' skills in delegating tasks within school organizations to ensure clear distribution of roles and responsibilities.
- To enhance school heads' strategies in motivating members of school organizations to actively participate in school initiatives.
- To develop school heads' capacity to ensure that school organizations operate harmoniously toward common goals

Training Matrix

Time	Topic / Activity	Method	Materials Resources /	Facilitator
7:30–8:00	Registration & Introduction	Orientation / Icebreaker	Attendance sheet, name tags	Workshop Coordinator
8:00–9:30	PPSSH Domain 5: Strategic Coordination	Lecture / Discussion	PowerPoint, Handouts SIP	Management Specialist
9:30–9:45	Health Break	—	Snacks	—

9:45–11:00	Effective Delegation Techniques	Demonstration / Role-play	Delegation Matrix, scripts	Leadership Coach
11:00–12:00	Motivating Staff & PTA Officers	Workshop / Group Activity	Reward Charts, Success Stories	Management Specialist
12:00–1:00	Lunch Break	—	Lunch	—
1:00–3:00	Fostering Organizational Harmony	Role-play / Simulation	Conflict Resolution Guides	Leadership Coach
3:00–4:00	Action Planning for School Management	Workshop / Group Activity	Plan Templates	Management Specialist
4:00–4:30	Q&A / Reflection & Closing	Feedback / Certificates	Evaluation forms, certificates	Workshop Coordinator

SUSTAINABILITY PLAN

To ensure that the training has a lasting impact, the following strategies will be implemented:

1. Integration into School Operations

Embed social skill-building activities into existing school initiatives such as Learning Action Cell (LAC) sessions and monthly coordination meetings.

2. Resource Accessibility

Provide school heads with access to digital toolkits, management guides, and delegation templates that can be used in daily operations.

3. Peer Mentoring

Identify and utilize experienced school heads to serve as mentors for those assigned to small schools or serving as Teachers-in-Charge.

4. Follow-up Sessions

Conduct periodic reflection meetings to reinforce management skills and address new organizational challenges.

V. MONITORING AND EVALUATION

To ensure that the training has a lasting impact, the following monitoring and evaluation strategies will be implemented:

1. Pre- and post-assessment

Conduct assessments before and after the training to measure improvements in management knowledge and confidence.

2. Feedback Forms

Distribute structured forms to gather school heads' insights on content relevance and delivery.

3 Participation Metrics

Track attendance and active engagement during all workshop activities.

4. Outcome Measures

Monitor school performance indicators and stakeholder satisfaction to evaluate the impact of improved organizational management.