

Managerial Practices in Relation to Demographic Characteristics: Qualitative Insights and Protocols to Strengthen School-Based Management

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Abstract

This study explored the managerial practices in relation to demographic characteristics to strengthen school-based managements among secondary school heads in Odiongan, Romblon. Anchored in Glickman's supervision theory, Katz's three-skill approach, and McClelland's human motivation theory, the research sought to understand how these skills influence participatory governance, curriculum contextualization, and overall school effectiveness. Using descriptive-correlational research design, quantitative data from 119 teachers were analyzed to assess skill manifestations and SBM implementation. Non-parametric tests confirmed data irregularity, prompting the use of Mann-Whitney U, Kruskal-Wallis, Spearman's correlation, and regression analysis.

Findings indicated that while supervisory and interpersonal skills were strong, leadership skills—particularly those related to vision articulation and mentorship—were the most

influential in SBM success. Leadership perceptions varied significantly by age, and curriculum planning views differed by gender. Community involvement in governance and curriculum planning was evident, though further capacity-building was recommended. Interpersonal skills significantly enhanced leadership, while supervision functioned independently.

The conclusions affirmed that leadership quality is central to effective SBM, with school heads excelling in operational tasks but needing to strengthen mentorship. Recommendations include targeted leadership training, curriculum alignment monitoring, and community empowerment initiatives.

This research offers a theoretical contribution by proposing a transformational leadership model tailored for SBM, emphasizing trust, collaboration, and adaptability.

Keywords: School-Based Management, Supervisory Skills, Interpersonal Skills, Leadership, Transformational Leadership

Introduction

In the evolving landscape of educational management, the effectiveness of school operations increasingly depends on the dynamic interplay among supervisory practices, interpersonal skills, and leadership capabilities of school heads. These three domains not only shape the internal dynamics of schools but also critically influence the implementation of School-Based Management (SBM)—a decentralized approach that empowers schools to tailor educational strategies to the unique needs of their local communities. Within the context of secondary schools in Tablas, Romblon, the growing demand for enhanced SBM practices underscores the importance of understanding how these core competencies contribute to governance, curriculum planning, and overall school effectiveness.

Educational reforms globally, including those implemented in the Philippines, emphasize participatory governance, efficient resource management, and accountability as foundational components of SBM. Despite the Department of Education's (DepEd) efforts to promote SBM through policy mandates and assessment frameworks, many schools remain at nascent stages of SBM maturity. Local evaluations reveal persistent challenges such as limited community integration and insufficient leadership efficacy, factors that hinder sustainable improvements in school management. In this milieu, the competencies of school heads emerge as pivotal in steering meaningful advancements in SBM implementation.

Empirical data from this study indicate that school heads in Romblon exhibit strong supervisory skills, particularly in areas such as performance monitoring, resource allocation, and the implementation of fair reward systems. Teachers expressed high confidence in their leaders' ability to manage operational tasks and align activities with curricular standards. However, mentorship—a critical leadership function involving the development of future leaders—appears underemphasized, signaling a developmental gap. This shortfall is notable given that transformational leadership, characterized by the capacity to inspire and cultivate others, is essential for effective SBM.

Interpersonal competencies further reinforce school leadership effectiveness. Skills such as clear communication, adaptability in interactions, and responsiveness to feedback foster a collaborative school climate conducive to participatory governance. While these strengths are evident, demographic analyses reveal nuanced complexities: perceptions of leadership vary significantly across age groups, and gender differences emerge in curriculum planning perspectives. These findings highlight the need for inclusive leadership strategies that address diverse expectations within the school community.

The study's findings underscore leadership skills as the most significant predictor of successful SBM implementation. Although supervisory and interpersonal competencies contribute positively to school management, it is visionary and strategic leadership that most powerfully drives community engagement, policy development, and curriculum contextualization. This assertion is supported by Spearman's correlation analysis, which demonstrates a moderate relationship between interpersonal and leadership skills but a comparatively weak linkage between supervision and leadership.

Considering that the majority of respondents are early-career educators, the study highlights an urgent need for targeted leadership development initiatives to equip these teachers with the skills necessary for effective school governance and eventual leadership succession. The relatively young and academically diverse teaching workforce—including many pursuing graduate studies—presents both challenges and opportunities for ongoing professional growth.

By examining the interrelationships among supervisory, interpersonal, and leadership skills, this study aims to bridge theoretical perspectives and practical realities in strengthening SBM. Drawing on foundational leadership and management theories—such as Glickman's model of supervision, Katz's three-skill approach, and McClelland's human motivation theory—the research provides a comprehensive framework for understanding how these competencies collectively impact school performance and governance effectiveness.

Research Objectives

This study determined the managerial practices in relation to demographic characteristics: qualitative insights and protocols to strengthen school-based managements among the secondary schools in Odiongan North and South District.

1. Describe the profile of the respondents in terms of sex, age, and designations, positions.
2. Determine whether there is any significant difference on the three skills as to supervisory, interpersonal, and leadership skills when grouped according to sex.
3. Describe the extent of the following skills demonstrated by the school heads:
 - 3.1 Supervisory Skills
 - 3.2 Interpersonal Skills
 - 3.3 Leadership Skills
4. Describe the SBM practices used by the secondary school heads in Odiongan North and South District.
5. Determine if there is any significant relationship in skills-supervisory, interpersonal, and leadership manifested by the school heads.
6. Determine the influence of supervisory, interpersonal, and leadership skills on the school-based management practices.

Methodology

Research Design

The researcher followed the descriptive-correlational method of research. The descriptive method described the characteristics of the different variables studied. A survey questionnaire was used to gather data pertaining to the supervisory, interpersonal, and leadership skills of the school heads. Meanwhile, the correlational method of research involved testing and establishing the relationships among the three skills.

Locale of the Study

This study was conducted in six (6) public secondary schools in Odiongan North and South namely Libertad National High School, Gabawan National High School, Odiongan National High School, Mayha National High School, Anahao Integrated School and Ferrol National High School, from June 2024 to March 2025.

Respondents of the study

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

Sampling Technique

The sampling method used was complete enumeration. Complete enumeration was applied to find the exact distribution of a test statistic in the analysis of categorical data, making the findings more reliable, especially for small samples.

Data Gathering Procedure

To conduct the study, the researcher coordinated with the Schools Division Office (SDO) of Romblon. Afterwards, the researcher visited the research locales (all secondary schools in Odiongan North

and South District) and obtained permission from the school heads to conduct the study. The rationale of the study was explained to the target respondents, and ethical considerations were strictly observed.

The researcher then distributed the questionnaires to the respondents and provided clarifications as needed while they answered. After completion, the researcher retrieved all the questionnaires and encoded the responses into a table for statistical analysis by a statistician.

Statistician Treatment

The following statistical tools were used to treat the data gathered. **Median** was used to determine the central tendency of the response concerning the three managerial variables. **Frequency** was utilized to count the number of respondents falling into different categories of demographic characteristics such as age, sex, school, years of service, position, and highest educational attainment. **Percentage** was applied to present the proportion of the responses relative to the number of participants. **Standard Deviation** was used to measure the variability or consistency of the responses in each managerial variable. **Spearman's rank correlation** was used to assess the strength and direction of relationships between supervisory, interpersonal, and leadership skills among school heads. **Mann-Whitney U test** was used to determine if there are significant differences between male and female respondents regarding Supervisory Skills, Interpersonal Skills, Leadership Skills, and SBM practices (Governance and Curriculum Learning). **Kruskal-Wallis test** was used to analyze whether age significantly influences perceptions of school heads' supervisory, interpersonal, leadership skills, and SBM practices. **Regression analysis** was conducted to estimate relationships between a dependent variable and one or more independent variables.

Results and Discussion

Table 1.1. The Characteristics of the Profile of the respondents in terms position

Position of the Respondents	Frequency	Percent	Cumulative Percent
Teacher 1 to 3	114	95.8	95.8
Master Teacher 1 to 3	3	2.5	98.3
Head Teacher 1 to 3	2	1.7	100.0
Total	119	100.0	

The respondent profile is heavily skewed toward entry-level teachers (95.8% Teacher I–III), with very few in leadership roles (2.5% Master Teachers, 1.7% Head Teachers). This suggests the data mainly reflect classroom-level practices, lacking higher-level strategic insights. While this provides a strong picture of everyday teaching realities, it limits understanding of leadership's role in school improvement. The findings point to the need for more structured professional development, especially for young and early-career teachers, including mentoring and clear career pathways. Additionally, the low representation of leaders highlights the need to build leadership capacity within schools to enhance outcomes, as emphasized by educational scholars like Robinson et al. (2017) and Leithwood et al. (2019).

Table 1.2. The Characteristics of the Profile of the respondents in terms of years in service, and Highest Educational Attainment

Years in Service	Frequency	Percent	Cumulative Percent
Below 11 years	70	58.8	58.8
11 to 20 years	38	31.9	90.8
21 to 30 years	8	6.7	97.5
31 to 40 years	3	2.5	100.0
Total	119	100.0	

Highest Educational Attainment	Frequency	Percent	Cumulative Percent
Bachelor's Degree	58	48.7	48.7
With Masteral Degree Units	45	37.8	86.6
Masteral Degree	10	8.4	95.0
With Doctoral Degree Units	5	4.2	99.2
Doctoral Degree	1	.8	100.0
Total	119	100.0	

The data show that the teaching workforce is relatively young, with 58.8% having less than 11 years of service and only a small percentage having over 20 years. This suggests openness to innovation but a need for continued professional growth. In terms of educational attainment, nearly half (48.7%) hold only a bachelor's degree, while others are progressing toward or have completed graduate studies. However, only a small fraction have reached the doctoral level. This indicates a positive trend in academic advancement but also highlights the need for greater support in pursuing higher qualifications.

The findings stress the importance of ongoing professional development and access to graduate education, as teacher effectiveness improves with experience and advanced learning. Scholars like Darling-Hammond (2017), Fullan (2020), and Hargreaves (2019) emphasize that both experience and education are key to improving teaching quality and meeting diverse student needs. Overall, while the sample offers valuable insight into classroom-level conditions, it lacks representation from more experienced and leadership-level educators, suggesting a need for broader inclusion in future studies to fully understand the school system dynamics.

Table 2.1. Descriptive Analysis of Supervisory Skills of the School heads

Statement on Supervisory Skills	Median	Std. Deviation	Interpretation
1. The school head effectively manages the allocation and distribution of resources among teachers based on their needs.	4.60	0.54	Strongly Agree
2. The school head encourages attendance at training and seminars for personal growth and development.	4.69	0.50	Strongly Agree
3. The school head ensures the alignment of all activities and learning experiences of students with the curriculum through regular monitoring.	4.36	0.69	Strongly Agree

4. The school head exemplifies a reward system that is fair and directly related to achieved performance.	4.74	0.49	Strongly Agree
5. The school head regularly monitors and evaluates teachers' performance.	4.72	0.47	Strongly Agree
Average Median	4.62	0.54	Strongly Agree

The descriptive analysis shows that teachers perceive their school heads as highly effective supervisors, with an overall strong agreement (average median: 4.62) across all evaluated leadership practices. The highest-rated area (median: 4.74) was the fairness and performance-based reward system, suggesting that recognition and motivation are well-handled. Other highly rated areas include regular teacher performance evaluations (4.72), encouragement for professional development (4.69), and resource allocation based on teacher needs (4.60), indicating a leadership approach that is both supportive and strategic.

The lowest-rated, though still positively viewed item (median: 4.36), was the alignment of learning activities with the curriculum. This suggests a need for school heads to strengthen curricular oversight to enhance instructional coherence. The consistency in responses (low standard deviation of 0.54) reflects a shared positive perception of school leadership.

Overall, the findings indicate that school heads are performing their supervisory roles effectively, fostering trust, professional growth, and accountability. Nonetheless, improving curriculum monitoring could further enhance instructional leadership and student learning outcomes.

Table 2.2. Descriptive Analysis of Interpersonal Skills of the School heads

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

Table 2.2 highlights that school heads are perceived to possess strong interpersonal skills, with an average median score of 4.55 and consistent responses (standard deviation: 0.63). The highest-rated item (median: 4.64) reflects their ability to clearly communicate expectations, reinforcing organizational alignment and individual accountability. Other highly rated skills include communication adaptability (4.55), openness to feedback (4.51), and listening to teacher concerns (4.49), indicating a generally positive view of school heads as empathetic and responsive leaders.

These findings suggest that school heads create an environment of trust, support, and mutual respect—key traits of relational leadership. Effective interpersonal communication is linked to greater teacher morale, collaboration, and engagement with school goals. However, slightly lower ratings in listening and feedback-seeking suggest room for deeper engagement with staff input.

Overall, the data reflect a leadership style rooted in emotional intelligence, open communication, and adaptability—factors that significantly contribute to positive school culture and improved outcomes, both for teachers and students.

Table 2.3. Descriptive Characteristics of Leadership Skills of the School Heads

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

Table 2.3 reveals that teachers perceive their school heads as strong leaders, with an average median rating of 4.61 and consistent responses (standard deviation: 0.54). The highest-rated leadership trait was the clear articulation of a school vision (median: 4.67), followed closely by the ability to inspire teachers toward shared goals (4.66). These suggest that school heads provide direction and motivation—key elements of transformational leadership.

Confidence in decision-making (4.59) was also rated highly, reflecting trust in the leaders' capabilities. The lowest-rated, yet still positively viewed item, was mentoring and developing future teacher-leaders (4.53). This suggests that while leadership development is present, it may need further strengthening.

Overall, school heads are seen as visionary, confident, and motivating leaders who foster a stable and committed teaching environment. However, greater emphasis on structured mentoring could enhance leadership sustainability within schools. The data highlight a leadership style that promotes clarity, morale, and long-term school improvement.

Table 3.1. Descriptive Analysis of SBM Practices in Governance by Secondary School Heads in Tablas

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

reviewed regularly to adjust and make them responsive to conditions and emerging needs.		Agree
Average Median	4.54	0.62

Table 3.1 demonstrates that School-Based Management (SBM) governance practices in secondary schools in Tablas are perceived as highly effective by teachers, with an overall average median of 4.54 and a standard deviation of 0.62. The highest-rated items (median: 4.59) reflect strong community involvement through dialogue, consensus, and collaborative participation in school activities, signaling deeply embedded participatory governance.

Other positively rated practices include community involvement in shaping the school's Vision, Mission, and Goals (median: 4.50), integrating the School Improvement Plan (SIP) with community development efforts (4.51), and regularly reviewing institutional direction in response to emerging needs (4.52). These findings point to a governance model that values collaboration, responsiveness, and local empowerment.

The data suggest that school heads are successfully fostering inclusive and adaptive governance, enhancing trust, shared ownership, and the relevance of school programs. However, there is room to further strengthen the community's leadership role in VMG and SIP development through targeted capacity-building initiatives. Overall, the results affirm that SBM governance in Tablas is community-centered and sustainable, aligning school initiatives with broader community needs to improve educational outcomes.

Table 3.2. Descriptive Analysis of SBM Practices in Curriculum Planning and Learning by Secondary School Heads in Tablas

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

Table 3.2 reflects strong teacher agreement on the effectiveness of School-Based Management (SBM) practices in curriculum planning and learning, with an average median of **4.55** and a standard deviation of **0.57**. The highest-rated item (median: **4.64**) confirms that school curricula are both nationally aligned and locally contextualized, promoting cultural relevance and educational engagement.

Other highly rated aspects are **community-accepted learning monitoring systems** (median: **4.54**), indicating stakeholder involvement in student progress track, **collaborative school assessment practices** (median: **4.52**), showing shared accountability in evaluating student outcomes, **citizenship education** supported by school-community relations (median: **4.53**), highlighting character and civic development alongside academics. The lowest-rated, yet still strong, item relates to **locally developed pedagogy** aligned with national standards (median: **4.51**), pointing to a need for enhanced efforts in empowering teachers and communities to create contextually relevant instructional strategies. Overall, the data suggest that curriculum planning in Tablas balances national goals with local identity, supported by strong community engagement. While participatory practices are well-established, further development in localized pedagogy could enhance the impact of SBM even more.

Table 4.1 Mann-Whitney U Test Results for Supervisory, Interpersonal, Leadership, Governance, and Curriculum Planning and Learning Skills Based on Sex

Variables	Sex	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Sig.	Decision
Supervisory Skills	Male	33	57.23	1888.5	1327.5	1888.5	-0.63	0.53 ^{ns}	Accept the Ho
	Female	86	61.06	5251.5					
Interpersonal Skills	Male	33	59.48	1963	1402	1963	-0.11	0.913 ^{ns}	Accept the Ho
	Female	86	60.2	5177					
Leadership Skills	Male	33	56.2	1854.5	1293.5	1854.5	-0.84	0.401 ^{ns}	Accept the Ho
	Female	86	61.46	5285.5					
SBM Governance	Male	33	57.73	1905	1344	1905	-0.51	0.61 ^{ns}	Accept the Ho
	Female	86	60.87	5235					
SBM Curriculum and Learning	Male	33	50.27	1659	1098	1659	-2.21	0.027 [*]	Reject Ho
	Female	86	63.73	5481					

Legend: Grouping variable is sex as categorical.

*ns = not significant, * - Significant, ** - Very Significant*

Table 4.1 presents the results of a **Mann-Whitney U test** comparing male and female teachers' perceptions across five domains: Supervisory Skills, Interpersonal Skills, Leadership Skills, SBM Governance, and SBM Curriculum and Learning.

For **Supervisory Skills, Interpersonal Skills, Leadership Skills, and SBM Governance, no significant gender-based differences** were found (p -values > 0.05). This indicates that both male and female respondents perceive school leadership practices similarly in these areas. This aligns with research (e.g., Robinson et al., 2017; Northouse, 2021; Leithwood et al., 2020) that leadership competencies are generally viewed as universal and gender-neutral in collaborative school settings.

However, a **significant difference** was found in **SBM Curriculum and Learning** ($p = 0.027$). Female respondents had a higher mean rank (63.73) than males (50.27), suggesting that women perceive curriculum-related practices more favorably or have different expectations. This may stem from varying roles in instruction, greater involvement in curriculum planning, or different cultural perspectives. Gay (2018) and Darling-Hammond et al. (2017) support the idea that curriculum perceptions can be shaped by gender, especially in culturally grounded contexts. This implies that school leadership and governance practices are perceived equitably by gender, affirming inclusive leadership strategies. Moreover, the gender

gap in curriculum perceptions suggests a need for more **inclusive curriculum planning**, considering diverse teacher perspectives to ensure contextual relevance and equity.

Table 4.2: Kruskal-Wallis Test Results by Age Group for Various Skills

Variables	Chi-Square	Df	Sig	Decision
Supervisory Skills	2.982	2	0.225 ^{ns}	Accept the Ho
Interpersonal Skills	1.22	2	0.543 ^{ns}	Accept the Ho
Leadership Skills	10.637	2	0.005**	Reject the Ho
SBM Governance	11.001	2	0.004**	Reject the Ho
SBM Curriculum	3.265	2	0.195 ^{ns}	Accept the Ho

Legend: Grouping Variable is Age as categorical.

*ns = not significant, * - Significant, ** - Very Significant*

Table 4.2 presents the **Kruskal-Wallis test** results examining whether teachers' age significantly affects their perceptions of school heads' skills and SBM practices.

Findings shows that **no significant differences** were found in perceptions of: **Supervisory Skills** ($\chi^2 = 2.982, p = 0.225$), **Interpersonal Skills** ($\chi^2 = 1.22, p = 0.543$) and **SBM Curriculum and Learning** ($\chi^2 = 3.265, p = 0.195$). These results indicate uniform perceptions across age groups, suggesting that supervisory approaches, communication styles, and curriculum processes are well-standardized and broadly accepted. This supports the assertion by Robinson et al. (2017) and Gay (2018) that structured and contextualized educational practices are appreciated across generations.

However, significant differences were found in **Leadership Skills** ($\chi^2 = 10.637, p = 0.005$), **SBM Governance** ($\chi^2 = 11.001, p = 0.004$). These findings imply that perceptions of leadership and governance vary by age. This may be due to generational differences in expectations around decision-making, vision-setting, and participatory governance. Leithwood et al. (2020) and Fullan (2020) emphasize the importance of adaptive leadership that considers generational diversity.

This implies consistent perceptions in supervisory, interpersonal, and curriculum domains suggest that school heads apply inclusive and standardized practices that appeal across age groups. The significant differences in leadership and governance perceptions highlight a need for **adaptive and differentiated leadership strategies** that consider generational expectations. Leaders should be trained to recognize and address generational values and work styles. To foster inclusive governance processes that engage teachers of all age groups. Darling-Hammond et al. (2017) stress that embracing generational diversity in leadership development enhances collaboration and organizational cohesion.

Table 5: Spearman's Rank Correlation between Supervisory, Interpersonal, and Leadership Skills

Variable 1	Variable 2	Spearman's rho	Interpretation	Sig. (2-tailed)	Decision
Supervisory Skills	Interpersonal Skills	0.068	No Correlation	0.462 ^{ns}	Accept Ho

Supervisory Skills	Leadership Skills	0.206	Weak Correlation	0.025*	Reject Ho
Interpersonal Skills	Leadership Skills	0.537	Moderation	0.000**	Reject Ho

Table 5 shows the Spearman's rank correlation analysis of the relationships among **Supervisory Skills**, **Interpersonal Skills**, and **Leadership Skills** of school heads. Supervisory Skills and Interpersonal Skills with Spearman's $\rho = 0.068$, $p = 0.462$ (No significant correlation). This indicates that how school heads supervise does not significantly relate to how they manage interpersonal relationships. Northouse (2021) explains that supervisory and interpersonal functions can operate independently within leadership roles. Supervisory Skills and Leadership Skills: Spearman's $\rho = 0.206$, $p = 0.025$ (Weak but significant correlation). Supervisory skills have a modest influence on leadership abilities, suggesting that effective supervision contributes somewhat to leadership but is not the primary driver. Robinson et al. (2017) note that supervision provides structure but leadership demands broader vision and strategy. Interpersonal Skills and Leadership Skills with Spearman's $\rho = 0.537$, $p = 0.000$ (Moderate and significant correlation) The strongest relationship, showing that interpersonal effectiveness strongly supports leadership success. Goleman (2018) highlights emotional intelligence and relationship-building as crucial to inspiring and motivating staff.

The **lack of correlation** between supervisory and interpersonal skills suggests these roles might be compartmentalized in practice. Fullan (2020) argues that integrating task management with relationship-building enhances overall leadership effectiveness. The **weak link** between supervisory and leadership skills points to an opportunity for school heads to better align their management and leadership functions. Hobson and Maxwell (2021) emphasize mentoring as a leadership activity that benefits from strong supervisory practices like feedback. The **moderate correlation** between interpersonal and leadership skills underlines the critical role of emotional intelligence and relational trust in effective school leadership (Tschannen-Moran & Gareis, 2019).

Leadership in schools is significantly driven by interpersonal abilities, while supervision, though important, plays a supporting role. These results suggest leadership development programs should prioritize enhancing relational skills alongside traditional supervisory training to foster more effective school leadership.

Table 6: The influence of supervisory, interpersonal, and leadership skills on the school-based management practices in terms of governance, and curriculum and learning.

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

a. Dependent Variable: SBM as to Govern

F stat = 26; Sig of F = 0.000, R value = 0.644, R² value = 0.415

The study examined the influence of leadership and supervisory skills on School-Based Management (SBM) governance practices. The regression model revealed a statistically significant relationship between these independent variables and SBM governance, as evidenced by an F-statistic of 26 ($p < 0.001$). This indicates that leadership and supervisory skills collectively play a crucial role in shaping effective governance within schools.

Leadership skills demonstrated a moderate positive effect on SBM governance, with a standardized coefficient (β) of 0.382. This means that improvements in leadership skills are associated with enhanced governance practices. The relationship was statistically significant, supported by a t-value of 4.247 and a p-value of less than 0.001, leading to the rejection of the null hypothesis. This finding aligns with prior research emphasizing leadership as essential for fostering strong governance in educational institutions (Tschannen-Moran & Gareis, 2019).

Supervisory skills also significantly and positively influenced SBM governance. The unstandardized coefficient of 0.252 and standardized coefficient of 0.215 suggest that stronger supervisory skills contribute to better governance practices. The statistical significance was confirmed by a t-value of 2.908 ($p = 0.004$). This supports the view that effective supervision is key to monitoring school performance and maintaining governance standards (Hattie & Zierer, 2018).

An additional measure of leadership skills (Leadership_skills1) further reinforced the importance of leadership, with a coefficient of 0.294 and a t-value of 2.657 ($p = 0.009$). This underscores the consistent and pivotal role that leadership plays in advancing governance practices. The model's overall fit was moderate, with an R-value of 0.644 and an R-squared of 0.415, indicating that approximately 41.5% of the variation in SBM governance is explained by leadership and supervisory skills. This moderate explanatory power aligns with theoretical frameworks that highlight leadership as a primary driver of school governance effectiveness.

Practically, these results suggest that professional development programs for school administrators should emphasize the enhancement of leadership and supervisory competencies. By equipping school leaders with these skills, schools can improve governance processes, ultimately leading to better organizational performance and student outcomes. This is consistent with Day and Sammons (2018), who stress the centrality of leadership development in school improvement efforts.

In conclusion, the study highlights leadership as a critical factor in driving positive change within school governance, recommending that policymakers prioritize leadership and supervisory skill development within educational governance policies. Such measures will better prepare school leaders to meet the challenges of effective governance and promote sustainable school improvement.

Finally, the suggested regression model equation for this study is: **SBMGovernance = $-0.244 + 0.477 \times (\text{Leadership_skills2}) + 0.252 \times (\text{Supervisory_skills1}) + 0.294 \times (\text{Leadership_skills1})$**

The regression equation predicts the level of School-Based Management (SBM) governance based on leadership and supervisory skills, where the constant term represents the baseline governance level when these skills are absent. The coefficients for leadership skills—Leadership_skills2 (0.477) and Leadership_skills1 (0.294)—demonstrate a substantial positive impact on governance. This means that improvements in leadership skills correspond to significant enhancements in SBM governance. Similarly, supervisory skills, represented by Supervisory_skills1 (0.252), also positively influence governance, though to a slightly lesser degree than leadership skills.

The statistical significance of these coefficients, indicated by low p-values ($p = 0.000$, 0.004 , and 0.009 respectively), confirms that the relationships between these skills and SBM governance are meaningful and unlikely due to chance. Additionally, the overall model's F-statistic of 26 and R-squared value of 0.415 show that approximately 41.5% of the variation in SBM governance can be explained by leadership and supervisory skills. This underscores the critical role these skills play in shaping effective governance within schools.

Summary

The demographic profile of respondents revealed that most participants were early-career educators, primarily Teacher I-III (95.8%), with less than 11 years of service (58.8%) and holding Bachelor's degrees (48.7%). This indicates a sample largely composed of junior teachers, with limited representation from senior or leadership positions.

Gender-based analysis showed no significant differences in perceptions of supervisory, interpersonal, or leadership skills. However, a significant gender difference was noted in perceptions of curriculum practices ($p = 0.027$), suggesting differing views on curriculum relevance or implementation between male and female teachers. Age-related differences were significant in perceptions of leadership ($p = 0.005$) and governance ($p = 0.004$), implying that expectations and experiences of these domains vary across age groups.

Regarding supervisory performance, school heads were rated highly in monitoring performance (Median = 4.72), implementing fair reward systems (Median = 4.74), and managing resources efficiently (Median = 4.60), demonstrating strong accountability and resource management capabilities. Decision-making practices were characterized by inclusive dialogue (Median = 4.59), reflecting active stakeholder engagement in policy development. Similarly, community involvement received strong ratings (4.51–4.59), highlighting effective collaboration between schools and local communities.

Analysis of skill relationships showed no correlation between supervisory and interpersonal skills ($\rho = 0.068$), a weak correlation between supervisory and leadership skills ($\rho = 0.206$), and a moderate correlation between interpersonal and leadership skills ($\rho = 0.537$). This suggests that interpersonal competencies are more critical to leadership effectiveness than supervisory tasks. All three skill domains—supervisory, interpersonal, and leadership—significantly influenced School-Based Management (SBM) practices, with leadership skills emerging as the strongest predictor. This underscores the pivotal role of leadership in successful SBM implementation.

School heads demonstrated operational effectiveness in task management, feedback provision, and conflict resolution, each with median scores exceeding 4.5, essential for maintaining smooth school operations and fostering a positive work climate. Communication skills were notably strong, with high ratings for clarity (Median = 4.64), adaptability (Median = 4.55), and openness to feedback (Median = 4.51), indicating leadership that values transparency and responsiveness.

Leadership evaluations showed very high scores in vision articulation (Median = 4.67) and inspirational capacity (Median = 4.66), though mentoring future leaders received a slightly lower rating (Median = 4.53), suggesting an area for further development. Community stakeholders were actively empowered in shaping the schools' Vision, Mission, and Goals (VMG) (Median = 4.50) and engaged in policy dialogues (Median = 4.59), illustrating effective integration of community input into strategic planning.

The curriculum was perceived as aligned with national standards and contextualized to local needs (Median = 4.64), while community-based monitoring of learning (Median = 4.54) confirmed the balance between standardized assessment and local relevance.

Conclusions

The respondent group primarily consisted of early-career teachers, offering limited perspectives from those in higher or more senior leadership roles within the school system. Perceptions of leadership and governance were found to differ across age groups, while views on curriculum showed variation between genders, indicating diverse experiences among stakeholders. School heads demonstrated strong supervisory abilities, with their efforts in resource management, performance oversight, and reward systems being positively acknowledged by staff. The practice of School-Based Management (SBM) was observed to be both inclusive and effective, marked by the active participation of various stakeholders in governance

processes. Leadership was shown to be strengthened through interpersonal competencies, whereas supervisory skills functioned independently, highlighting different dimensions in school management dynamics. The overall effectiveness of SBM was found to depend significantly on leadership quality, with capable leaders playing a central role in achieving school goals and fostering improvement. School heads were recognized for their ability to manage operational tasks efficiently while maintaining clear and consistent communication across the school community.

Recommendations

Based from the findings and conclusions of the study, the following are recommended.

Provide leadership development programs for young teachers and promote continuous graduate education to advance their professional growth. Introduce leadership and curriculum strategies that are sensitive to both age and gender, ensuring inclusivity in planning and execution.

Sustain the current supervisory strengths while placing more focus on improving curriculum alignment and monitoring systems for better coherence.

Promote inclusive governance practices and conduct targeted training for communities in developing Vision, Mission, Goals (VMG), and School Improvement Plans (SIP). Invest in interpersonal skills training to enhance the effectiveness of school leaders, focusing on collaboration and relational dynamics.

Prioritize leadership capacity-building with particular emphasis on strengthening skills in vision creation and strategic planning. Continue training in task management and encourage a culture of collaborative problem-solving among staff for more efficient school operations.

Foster reflective communication and enhance active listening skills among school leaders to support effective engagement with stakeholders. Implement structured mentorship programs aimed at nurturing emerging leaders within the teaching community.

Facilitate capacity-building initiatives for community stakeholders to strengthen their participation in school governance and policy development, and support the creation of locally-inspired teaching practices that align with national education standards, ensuring both relevance and compliance.

Develop adaptive leadership strategies and formulate best-practice SBM models grounded in the study's findings to guide future school leadership initiatives.

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