JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 3 No. 8, 169-178, August 2025

School Heads' Managerial Skills and School Climate in TESDA-Technical and Vocational Institutions of Negros Oriental

Michael Mark M. Caluscusin*, Anna Maneleine Bajas-Caluscusin
Negros Oriental State University, Dumaguete City, Philippines

*Corresponding Author Email: michaelmarkcaluscusin@norsu.edu.ph

Date received: May 7, 2025
Date revised: June 11, 2025
Date accepted: July 4, 2025

Originality: 94%
Grammarly Score: 99%
Similarity: 6%

Recommended citation:
Caluscusin, M.M., & Bajas-Caluscusin, A.M. (2025). School heads' managerial skills and school climate in TESDA-technical and vocational institutions of Negros Oriental. *Journal of Interdisciplinary Perspectives*, *3*(8), 169-178. https://doi.org/10.69569/jip.2025.367

Abstract. This study addresses the gap in understanding how school heads' managerial skills influence the school climate in technical and vocational education settings. Specifically, it explores the relationship between the managerial competencies of school heads and the school climate as perceived by trainers and school administrators in TESDA Region VII - Negros Oriental Technical and Vocational Institutions (TVIs). The study aimed to determine the extent of school heads' managerial skills and their correlation with school climate, thereby providing evidence-based insights for leadership improvement. Employing a quantitative-correlational research design, the study surveyed 138 trainers and 14 school heads using a researcher-adapted instrument from the Teaching and Learning International Survey (TALIS) initiated by the Organization for Economic Co-operation and Development (OECD). Results showed that school heads exhibited strong managerial skills, particularly in conceptual, technical, and human domains, with teamwork being the most highly rated. Conversely, emotional sensitivity and communication skills ranked lowest, suggesting a need for targeted development in these areas. The findings also revealed that school climate is significantly associated with several managerial skill domains, including problem-solving, results orientation, communication, development of others, and organizational ability. Data showed that a favorable school climate could foster student innovation, self-awareness, and personal growth, which are key outcomes aligned with the goals of technical and vocational education. The study highlights the importance of developing leadership competencies to create a more effective and supportive educational environment. It recommends implementing a leadership development program to strengthen underdeveloped skill areas and address issues related to instructional quality and student discipline. Further studies are encouraged to examine the generalizability of these results across other regions and educational settings.

Keywords: Conceptual skills; Human skills; Managerial skills; School climate; Technical skills.

1.0 Introduction

The effectiveness of school leadership remains a critical determinant of school climate, particularly in Technical and Vocational Education and Training (TVET) institutions. Within these specialized settings, school heads serve as central figures who shape institutional culture, influence faculty morale, and drive student achievement (Leithwood et al., 2019). In the Philippine context, especially in TESDA-accredited institutions, school leadership plays a pivotal role in aligning education with national workforce demands and global industry standards (TESDA, 2024).

Managerial skills refer to competencies that enable school heads to effectively plan, organize, lead, and control institutional processes (Schermerhorn & Bachrach, 2020). These include problem-solving, decision-making, delegation, communication, and human resource management—skills essential for responding to the complex and evolving needs of TVET systems (Northouse, 2025). At the same time, a supportive school climate (defined as the quality and character of school life encompassing relationships, leadership practices, and institutional norms) has been shown to significantly influence institutional performance and student engagement (Fullan, 2023; Lijun & Te, 2024).

Although numerous studies highlight the importance of leadership in educational success, most focus on general education settings. Limited research explores how managerial competencies affect school climate in technical and vocational institutions under TESDA. Moreover, challenges such as limited resources, gaps in faculty development, and administrative inefficiencies continue to hinder optimal outcomes in TVET institutions (Department of Education Region VIII, 2022). Addressing this gap, the present study aims to assess the extent to which school heads' managerial skills influence the school climate of TESDA-accredited institutions in Negros Oriental. By examining key competencies and their correlation with climate dimensions such as leadership behavior, institutional culture, and staff-student interaction, the study seeks to provide actionable insights for improving leadership practices and enhancing the overall effectiveness of TVET institutions.

2.0 Methodology

2.1 Research Design

This study employed a descriptive correlational research design, which is appropriate for examining the relationship between school heads' managerial skills and school climate in TESDA-accredited TVIs in Negros Oriental. It used a descriptive design to systematically describe the existing conditions, characteristics, and patterns related to the managerial competencies of school heads and the prevailing school climate. Meanwhile, it adopted a correlational approach to determine the extent to which these two variables are associated without inferring causation.

2.2 Research Locale

The research was conducted in Technical Vocational Institutions (TVIs) registered with TESDA in the Province of Negros Oriental. These institutions offer competency-based training programs designed to equip students with industry-relevant skills and knowledge. Given the significant role of school heads in managing these institutions, this study examined their managerial skills and the corresponding school climate. The selected locale provides a relevant and contextualized setting for analyzing leadership effectiveness within the technical and vocational education sector.

2.3 Research Participants

This study involved 14 TVIs registered under TESDA in Negros Oriental. Each institution is managed by a school head who oversees its technical and vocational programs. From a total population of 249, the researchers drew a sample of 152 respondents. These respondents comprised 14 school heads and 138 trainers.

2.4 Research Instrument

The researchers adapted the questionnaire from the first Teaching and Learning International Survey (TALIS). This international survey enables teachers and principals to contribute to the formulation of education policies and research, which the OECD facilitates. The questionnaire consists of three parts. Part I focuses on the respondents' profiles, including their age, marital status, gender, educational attainment, teaching experience, and seminars or training they have attended. Part II examines the extent to which school heads implement managerial skills, specifically Conceptual, Human, and Technical Skills. Finally, Part III includes statements about school climate, covering areas such as Decision-Making and School Culture and Environment, the roles of Teachers, Parents/Guardians, Students, and Community Participation, as well as the Change and Development of Ideas, quality instructional issues and hindrances, and Student Offenses.

2.5 Data Gathering Procedure

The researchers carried out the data-gathering process in three organized phases to ensure a systematic and ethical collection of relevant information. First, the researchers secured formal approval by submitting a letter of request to the Provincial Director of TESDA Region VII - Negros Oriental. Upon receiving authorization, they coordinated with the school heads of identified TVIs to facilitate the administration of the research instrument. Following this,

they conducted a virtual orientation with all participants, providing clear instructions, addressing concerns, and ensuring a consistent understanding of the study's objectives. The actual data collection was conducted through Google Forms to minimize interference with scholarship and assessment activities. The researchers also maintained regular communication through group chat platforms to assist respondents, monitor progress, and encourage timely completion. Although the participating TVIs were Safety Seal-certified, the online modality was considered the most practical and efficient approach given the institutional context. The researchers retrieved the completed responses through the same online platform and upheld strict confidentiality and privacy measures throughout the process.

2.6 Data Analysis

The gathered data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS). To describe the respondents' profile, the researchers employed simple percentages and rankings. They also used weighted mean, composite mean, and overall mean to determine the extent of school heads' managerial skills and their school climate, and chi-square and Spearman's rho to examine the relationships between variables. Furthermore, the Mann-Whitney U and Kruskal-Wallis tests were used to determine significant differences in managerial skills and school climate when school heads were grouped according to their profile variables. All statistical tools were selected based on the level of measurement and the nature of the data, and the results were interpreted about the study's specific research questions.

2.7 Ethical Considerations

The researchers ensured strict adherence to quality assurance measures and ethical research protocols, as outlined in the University's ethical guidelines. Before conducting the study, the research proposal underwent a rigorous review and approval process to guarantee compliance with institutional and academic standards. Additionally, the researchers secured the necessary permissions and endorsements from TESDA and the participating TVIs. They also obtained informed consent from all respondents, clearly outlining the study's purpose, the voluntary nature of participation, confidentiality, and the right to withdraw at any stage without consequences. Furthermore, the researchers assured the participants that their responses would be kept anonymous and confidential, and that the data would be used solely for academic purposes. In addition, the study was conducted in alignment with the National Health and Safety Protocols to guarantee a safe and ethical research environment throughout the data collection process. All procedures were carefully followed to uphold integrity, transparency, and respect for the rights of participants.

3.0 Results and Discussion

3.1 School Heads Profile

Table 1 presents the profiles of the study respondents. The profile variables include age, sex, civil status, highest level of education, and length of service. The demographic profiles reveal a generational and experiential contrast between school heads and trainers. Most school heads are aged 50 and above (64.29%), while the majority of trainers fall within the 20–29 age range (62.32%). This gap may influence leadership behavior, reform adaptability, and preferences for professional development. Bedi and Kukemelk (2021) observed that younger educational leaders tend to be more open to innovation than their older counterparts.

Both groups are predominantly female, consistent with trends in the education sector where female representation in leadership continues to increase (Peregrino et al., 2021). Regarding civil status and academic attainment, school heads were predominantly married and held higher degrees than trainers, who were primarily single and held bachelor's degrees. These differences may affect perspectives on leadership priorities and institutional responsibilities. Interestingly, while school heads are generally older, many have ten years or less of service, which may suggest late entry into leadership or administrative roles. This supports Barola and Digo's (2022) position that experience is vital in strategic decision-making. Limited tenure could impact the depth and consistency of school leadership practices.

Table 1. *Respondents' Profile*

Profile	Category	School Heads (14)		Trainers (138)		Over-all (152)	
		F	Percent	F	Percent	F	Percent
Age	20 – 29	0	0.00	86	62.32	86	56.58
	30 – 39	3	21.43	29	21.01	32	21.05
	40 – 49	2	14.29	18	13.04	20	13.16
	50 & above	9	64.29	5	3.62	14	9.21
Sex	Male	4	28.57	43	31.16	48	31.58
	Female	10	71.43	95	68.84	105	69.08
Civil Status	Single	3	21.43	100	72.46	103	67.76
	Married	10	71.43	38	27.54	48	31.58
	Widowed	1	7.14	0	0.00	1	0.66
Highest Educational Attainment	Bachelors	6	42.86	109	78.99	115	75.66
	Masters	6	42.86	24	17.39	30	19.74
	Doctoral	2	14.29	5	3.62	7	4.61
Length of Service	1-5 years	5	35.71	88	63.77	93	61.18
	5-10	4	28.57	28	20.29	32	21.05
	10-15	3	21.43	9	6.52	12	7.89
	15-20	1	7.14	3	2.17	4	2.63
	Over 20	1	7.14	10	7.25	11	7.24

3.2 School Heads' Professional Development

Table 2 shows the nature of seminar and training sessions that the school heads and trainers attended over the past three years.

Table 2. *Seminar and training sessions attended by the respondents in the past 3 years*

Nature of Seminar/Training	School Heads	Trainers	Total	Rank
Courses/seminars about the subject matter, teaching methods, or pedagogical topics.	4	66	70	1
Courses/seminars about leadership.	5	11	16	3
Online courses/seminars.	1	27	28	2
Education conferences where teachers, principals, and/ or researchers present their research or discuss educational issues	1	11	12	5
Formal qualification program (e.g., a degree program)	2	6	8	6
Professional development of teachers	0	13	13	4
Reading professional literature	1	4	5	7
Total	**14**	**138**	**152**	

The results indicate a general preference for instructional seminars, with 70 participants attending pedagogy-focused training. However, leadership-specific training had low participation, with only 16 respondents attending such seminars. This gap aligns with the observation of Gümüş and Bellibaş (2020), who emphasized the need for targeted leadership training to strengthen school governance and management skills. Additionally, the limited participation in formal qualification programs and educational conferences points to a potential lack of sustained leadership capacity-building. Tingle et al. (2019) highlighted that long-term and structured leadership development is essential for equipping school heads to meet the evolving demands of education. The results suggest that current professional development opportunities do not adequately align with the leadership needs of school heads in TVET institutions.

3.3 School Heads' Managerial Skills

Based on the data, managerial skills across all domains were rated as "Very Proficient" by school heads and trainers. Teamwork emerged as the highest-rated skill, reflecting a shared belief in collaborative leadership. This finding aligns with Leithwood et al. (2019), who emphasized the importance of collective teacher efficacy and shared governance in enhancing organizational health. Problem-solving and decision-making skills ranked closely behind, reinforcing the significance of practical leadership that addresses real-time issues with sound judgment. Fullan (2023) noted that these competencies are essential in navigating complex educational contexts.

Table 3. *Mean and Rank of the Managerial Skills of the School Heads*

Variables	School Heads (14)			Trainers (138)		
	Mean	Interpretation	Rank	Mean	Interpretation	Rank
Conceptual skills	4.4793	Very Proficient		4.3799	Very Proficient	
Decision-making skills/Judgment	4.4742	Very Proficient	3	4.3829	Very Proficient	2
Problem-solving skills/Results Orientation	4.4843	Very Proficient	2	4.3769	Very Proficient	3
Human skills	4.2935	Very Proficient		4.3543	Very Proficient	
Teamwork	4.5408	Very Proficient	1	4.4595	Very Proficient	1
Understanding own strengths and weaknesses	4.2857	Very Proficient	7	4.3419	Very Proficient	6
Communication skills	4.0519	Proficient	9	4.3392	Very Proficient	7
Emotional intelligence/Sensitivity	4.2631	Very Proficient	8	4.2977	Very Proficient	9
Development of others	4.3260	Very Proficient	6	4.3334	Very Proficient	8
Technical skills	4.3480	Very Proficient		4.3653	Very Proficient	
Organizational ability	4.3626	Very Proficient	4	4.3648	Very Proficient	5
Computer and financial control skills	4.3333	Very Proficient	5	4.3658	Very Proficient	4
Overall Mean	**4.3737**	**Very Proficient**		**4.3665**	**Very Proficient**	

Conceptual skills also received high ratings, indicating the ability of school heads to align their leadership with broader institutional goals. Northouse (2025) asserted that conceptual competence enables visionary leadership, one that extends beyond day-to-day operations to influence school transformation. However, communication skills received the lowest rating among school heads (mean = 4.05), suggesting a possible area for improvement. Bush (2021) underscored the foundational role of communication in mobilizing stakeholder support and sustaining shared goals. This domain, along with emotional sensitivity, requires targeted development to enhance trust-building and clarity within school communities.

3.4 School Climate

Table 4 presents school climate ratings. Data indicate that the school heads and trainers rated the majority of the indicators as "Very Proficient."

Table 4. *Mean and Rank of the School Climate*

Variables	School Heads (14)		Trainers (138)	
	Mean	Interpretation	Mean	Interpretation
Decision Making & School Culture and Environment	4.2612	Very Proficient	4.3722	Very Proficient
Teachers, Parents/Guardians, Students, & Community Participation	4.0804	Proficient	4.4343	Very Proficient
Change/Development of Ideas	4.4368	Very Proficient	4.3962	Very Proficient
Quality Instructions Issues/Hindrances	2.2333	Rarely	3.147	Sometimes
Student Offenses	1.5196	Almost Never	2.1019	Rarely

School heads and trainers viewed their school climate positively, particularly in areas such as idea change and development, decision-making, and stakeholder participation. These suggest that schools are perceived as open to innovation and inclusive governance. This aligns with Acton's (2020) perspective that principals should act as change agents, promoting adaptability and improvement. High ratings in participatory domains support the work of Leithwood et al. (2019), who emphasized the value of collaborative cultures in achieving educational success. The strong stakeholder involvement reported here signals the presence of transparent and inclusive leadership practices (Bush, 2020).

Meanwhile, issues like instructional hindrances and student offenses received low-frequency ratings, suggesting that schools are generally well-managed. Lijun and Te (2024) posited that favorable school climates, marked by orderliness and discipline, often stem from effective and cohesive leadership. Nonetheless, differences in how school heads and trainers rated certain domains (e.g., stakeholder engagement) indicate a potential disconnect in perceived inclusivity. Kemethofer et al. (2022) advocated for multi-perspective school climate assessments to ensure that varied stakeholder voices are accurately captured and addressed.

3.5 Correlation between School Heads' Profile, Managerial Skills, and School Climate

Findings revealed no statistically significant relationships between school heads' profile variables (age, sex, civil status, educational attainment, and length of service) and any domain of managerial skills. This implies that managerial competencies are perceived as consistent across various demographic attributes.

Table 5. *Relationships between the School Head's Profile and their Managerial Skills*

Variables	Statistics	Age	Sex	Civil Status	Educational Attainment	Length of Service
Conceptual skills						
Decision-making skills/Judgment	Coefficient	0.232	9.100	17.267	28.000	0.332
	p-value	0.425	0.523	0.636	0.109	0.246
	Decision	*NR	*NR	*NR	*NR	*NR
Problem-solving skills/Results Orientation	Coefficient	0.236	4.200	6.611	10.111	-0.169
	p-value	0.416	0.521	0.762	0.431	0.564
	Decision	*NR	*NR	*NR	*NR	*NR
Human skills						
Teamwork	Coefficient	0.158	8.283	13.222	12.444	0.179
	p-value	0.590	0.308	0.509	0.571	0.541
	Decision	*NR	*NR	*NR	*NR	*NR
Understanding one's strengths and weaknesses	Coefficient	-0.233	2.333	5.378	7.333	0.244
	p-value	0.423	0.506	0.496	0.571	0.401
	Decision	*NR	*NR	*NR	*NR	*NR
Communication skills	Coefficient	0.469	11.550	13.222	25.667	-0.050
	p-value	0.090	0.172	0.656	0.059	0.867
	Decision	*NR	*NR	*NR	*NR	*NR
Emotional intelligence/Sensitivity	Coefficient	0.322	6.650	17.267	25.667	0.141
	p-value	0.262	0.758	0.636	0.177	0.631
	Decision	*NR	*NR	*NR	*NR	*NR
Development of others	Coefficient	0.178	5.833	8.633	16.333	-0.029
	p-value	0.543	0.559	0.854	0.293	0.922
	Decision	*NR	*NR	*NR	*NR	*NR
Technical skills						
Organizational ability	Coefficient	0.341	8.283	17.733	17.889	0.017
	p-value	0.232	0.506	0.473	0.463	0.953
	Decision	*NR	*NR	*NR	*NR	*NR
Computer and financial control skills	Coefficient	-0.206	11.550	21.933	18.667	-0.087
	p-value	0.481	0.316	0.344	0.544	0.767
	Decision	*NR	*NR	*NR	*NR	*NR

Legend: **NR (Not Significantly Related)*

Dellomas and Deri (2022) similarly emphasized that effective leadership is shaped more by institutional support and professional attitudes than by personal characteristics. This result also aligns with Bush's (2021) leadership theory, which asserts that leadership effectiveness is not inherently tied to demographic traits but is context-driven and developed through experience, trust, and training.

For school climate (as shown in Table 6 below), most variables also showed no significant correlation with the school heads' profiles. However, age was significantly associated with the incidence of student offenses ($p = 0.010$). This suggests that older school heads may have more experience-based strategies in handling behavioral challenges, consistent with Bedi and Kukemelk's (2021) assertion that leadership approaches often evolve with age and experience. These results indicate that while demographic characteristics do not generally predict managerial effectiveness or perceptions of school climate, certain factors, such as age, may influence specific leadership outcomes, such as discipline enforcement. Leadership development programs may benefit from tailoring content to different age cohorts, especially in areas such as student behavior management.

In practical terms, school systems should focus less on assigning leadership roles based solely on tenure, age, or educational attainment and instead prioritize merit-based leadership appointments combined with continuous capacity-building programs tailored to varied leadership experiences. As Tingle, Corrales, and Peters (2019) postulated, investing in the long-term development of leaders, regardless of their background, is key to sustaining school reform and maintaining a stable climate.

Table 6. *Relationships of the School Heads' Profile and the School Climate*

Variables	Statistics	Age	Sex	Civil Status	Highest Educational Attainment	Length of Service
Decision Making & School Culture and Environment	Coefficient	-0.237	9.100	18.900	14.000	0.366
	p-value	0.415	0.428	0.398	0.729	0.198
	Decision	*NR	*NR	*NR	*NR	*NR
Teachers, Parents, Guardians, Students, & Community Participation	Coefficient	0.190	6.650	15.750	16.333	0.384
	p-value	0.515	0.466	0.329	0.293	0.176
	Decision	*NR	*NR	*NR	*NR	*NR
Change/ Development of Ideas	Coefficient	0.331	7.630	5.320	12.600	-0.013
	p-value	0.247	0.266	0.946	0.399	0.965
	Decision	*NR	*NR	*NR	*NR	*NR
Quality Instructions Issues & Hindrances	Coefficient	*-0.066*	14.000	28.000	25.667	0.146
	p-value	*0.822*	0.301	0.260	0.370	0.618
	Decision	*NR	*NR	*NR	*NR	*NR
Student Offenses	Coefficient	-0.663	3.150	14.800	12.000	0.023
	p-value	0.010	0.790	0.253	0.446	0.937
	Decision	***SR**	*NR	*NR	*NR	*NR

Legend: **NR (Not Significantly Related); *SR (Significantly Related)*

3.6 Correlation between Managerial Skills and School Climate

Unlike earlier sections where relationships were primarily statistically insignificant, Table 7 reveals several noteworthy significant correlations between specific managerial skills and elements of school climate.

Table 7. *Relationships Between the Managerial Skills and the School Climate*

Variables	Statistics	Decision making & school culture and environment	Teachers, Parents, Guardians, Students, and Community Participation	Change and Development of Ideas	*Quality Instruction Issues and Hindrances*	*Student Offenses*
Conceptual skills						
Decision-making skills/Judgment	Coefficient	0.145	0.106	0.482	0.249	0.070
	p-value	0.621	0.718	0.081	0.390	0.813
	Decision	*NR	*NR	*NR	*NR	*NR
Problem-solving skills/Results orientation	Coefficient	0.203	-0.071	0.607	0.371	0.028
	p-value	0.486	0.809	0.021	0.192	0.924
	Decision	*NR	*NR	*SR	*NR	*NR
Human skills						
Teamwork	Coefficient	0.412	0.280	0.464	0.195	0.041
	p-value	0.143	0.332	0.094	0.503	0.888
	Decision	*NR	*NR	*NR	*NR	*NR
Understanding one's strengths and weaknesses	Coefficient	0.057	-0.048	0.078	0.719	0.603
	p-value	0.846	0.870	0.791	0.004	0.022
	Decision	*NR	*NR	*NR	*SR	*SR
Communication skills	Coefficient	0.133	0.079	0.632	0.227	-0.201
	p-value	0.649	0.789	0.015	0.435	0.490
	Decision	*NR	*NR	*SR	*NR	*NR
Emotional intelligence/Sensitivity	Coefficient	0.452	0.136	0.291	0.177	-0.317
	p-value	0.105	0.642	0.313	0.546	0.269
	Decision	*NR	*NR	*NR	*NR	*NR
Development of others	Coefficient	0.414	0.146	0.545	-0.178	-0.334
	p-value	0.141	0.618	0.044	0.544	0.243
	Decision	*NR	*NR	*SR	*NR	*NR
Technical skills						
Organizational ability	Coefficient	0.276	0.242	0.576	0.048	-0.080
	p-value	0.340	0.404	0.031	0.872	0.785
	Decision	*NSR	*NSR	*SR	*NSR	*NSR
Computer and financial control skills	Coefficient	-0.070	-0.264	0.309	0.078	0.516
	p-value	0.813	0.362	0.283	0.790	0.059
	Decision	*NR	*NR	*NR	*NR	*NR

Legend: **NR (Not Significantly Related) *SR (Significantly Related)*

Most notably, *problem-solving skills and results orientation* were significantly related to *the change and development of ideas* (p = .021), supporting Fullan's (2023) claim that results-driven leadership promotes innovation. Leaders who are adept at addressing problems are more likely to foster a culture of continuous improvement. *Communication skills* also showed a significant correlation with the same climate domain (p = .015), indicating that leaders who communicate effectively are more successful in promoting change and collaboration. This affirms Bush's (2021) view that communication serves as the conduit for sharing vision and aligning stakeholders. In addition, the *development of others* (p = .044) and *organizational ability* (p = .031) were significantly related to the climate domain of change and innovation. These findings support Northouse's (2025) assertion that leadership is not just about directive action but about capacity-building and strategic delegation. *Understanding one's strengths and weaknesses*, a component of self-awareness, significantly correlates with *quality instruction issues and hindrances* (p = .004) and *student offenses* (p = .022). This supports Day et al.'s (2021) argument that reflective leadership grounded in self-understanding is essential for managing both academic and behavioral concerns effectively.

These results highlight that specific soft skills, particularly self-awareness, communication, and the development of others, play a pivotal role in shaping the school climate. Professional development programs should prioritize cultivating these competencies, as they directly contribute to the effectiveness of leadership practices and the learning environment.

3.7 Differences and Variances in Managerial Skills and School Climate by Profile

Table 8 presents the significant differences in managerial skills and school climate among school heads, grouped by age, sex, civil status, highest educational attainment, and length of service.

Table 8. *Differences and Variances of School Heads' Managerial Skills and School Climate When Grouped According to their Profile*

Variables	Statistics	Age	Sex	Civil Status	Highest Educational Attainment	Length of Service
MANAGERIAL SKILLS:						
Conceptual Skills						
Decision-making skills/Judgment	Coefficient	19.000	1.592	12.511	4.832	6.931
	p-value	0.887	0.453	0.326	0.089	0.140
	Decision	*ND	*ND	*ND	*ND	*ND
Problem-solving skills/Results Orientation	Coefficient	19.000	0.489	12.366	2.934	3.160
	p-value	0.882	0.783	0.337	0.231	0.531
	Decision	*ND	*ND	*ND	*ND	*ND
Human Skills						
Teamwork	Coefficient	16.500	1.024	11.139	4.343	4.516
	p-value	0.618	0.599	0.432	0.114	0.341
	Decision	*ND	*ND	*ND	*ND	*ND
Understanding one's strengths and weaknesses	Coefficient	18.000	1.512	10.041	1.951	3.447
	p-value	0.760	0.470	0.527	0.377	0.486
	Decision	*ND	*ND	*ND	*ND	*ND
Communication skills	Coefficient	15.500	1.029	12.093	5.692	4.738
	p-value	0.521	0.598	0.357	0.058	0.315
	Decision	*ND	*ND	*ND	*ND	*ND
Emotional intelligence/Sensitivity	Coefficient	17.500	2.065	12.791	2.536	1.130
	p-value	0.723	0.356	0.307	0.281	0.889
	Decision	*ND	*ND	*ND	*ND	*ND
Development of others	Coefficient	18.000	0.260	11.575	2.055	4.136
	p-value	0.775	0.876	0.396	0.358	0.388
	Decision	*ND	*ND	*ND	*ND	*ND
Technical Skills						
Organizational ability	Coefficient	14.500	0.141	9.989	3.725	5.886
	p-value	0.434	0.932	0.531	0.156	0.208
	Decision	*ND	*ND	*ND	*ND	*ND
Computer and financial control skills	Coefficient	12.500	2.372	11.202	4.247	2.309
	p-value	0.287	0.305	0.426	0.120	0.679
	Decision	*ND	*ND	*ND	*ND	*ND
SCHOOL CLIMATE:						
Decision Making & School Culture and Environment	Coefficient	12.063	26.000	1.015	4.593	2.845
	p-value	0.359	0.570	0.602	0.101	0.584
	Decision	*ND	*ND	*ND	*ND	*ND

Teachers, Parents/Guardians, Students, & Community Participation	Coefficient p-value Decision	11.926 0.369 *ND	7.500 0.073 *ND	1.231 0.540 *ND	0.657 0.720 *ND	7.050 0.133 *ND
Change/Development of Ideas	Coefficient p-value Decision	11.879 0.373 *ND	14.500 *0.425* *ND	0.357 0.836 *ND	4.795 0.091 *ND	5.014 0.286 *ND
Quality Instructions Issues/Hindrances	Coefficient p-value Decision	11.941 0.368 *ND	17.000 0.671 *ND	0.254 0.881 *ND	0.138 0.933 *ND	3.176 0.529 *ND
Student Offenses	Coefficient p-value Decision	10.411 0.494 *ND	11.500 0.199	6.973 0.031 ***SD***	6.946 0.031 ***SD***	4.112 0.391 *ND

Legend: **ND (Not Significantly Different)*

Statistical analyses revealed no significant differences in school heads' managerial skills when grouped according to age, sex, civil status, educational attainment, or length of service. These findings reinforce the earlier conclusion that leadership competence is evenly distributed across demographic groups. Bush (2020) and Schermerhorn and Bachrach (2020) similarly claimed that effective leadership stems from continuous learning, reflective practice, and contextual understanding, rather than from demographic profile. This supports Leithwood et al.'s (2019) assertion that successful leadership is strategic and adaptive, shaped by situational demands rather than static characteristics. The implication is that school systems should focus less on assigning leadership roles based on tenure or age and more on sustained mentoring, exposure, and merit-based promotion.

However, a notable exception was observed in perceptions of school climate. Significant differences were found in the incidence of *student offenses*, particularly regarding the respondents' *civil status* and *educational attainment* ($p = 0.031$ for both). This implies that school heads' life circumstances and academic preparation may influence how they address or interpret student behavioral issues. Those with higher degrees may have broader exposure to student engagement strategies, aligning with Peregrino et al.'s (2021) findings that leadership effectiveness improves with academic advancement. Similarly, married school heads may bring different interpersonal approaches to conflict resolution and discipline, which could influence school climate. While these results are limited to specific climate aspects, they suggest that leadership development should integrate behavioral management and inclusive strategies across all training modules. Furthermore, school systems might consider pairing novice or less experienced school heads with mentors to guide them in managing complex behavioral and instructional issues.

4.0 Conclusion

This study provides valuable insights into the proficiency of school heads in key managerial competencies and their impact on fostering a favorable school climate in TESDA-accredited institutions in Negros Oriental. It confirms that school leaders are seen as highly skilled in teamwork, decision-making, and problem-solving, which are essential for fostering a collaborative, innovative, and effectively managed school environment. Notably, the absence of significant relationships between demographic profiles and managerial skills suggests that leadership effectiveness transcends personal attributes such as age, sex, civil status, educational attainment, and tenure. This finding underscores the importance of inclusive, merit-based leadership development, grounded in reflective practice and institutional support. The significant links between specific managerial domains, particularly communication, problem-solving, development of others, and self-awareness, and aspects of school climate underscore the value of targeted capacity-building. These findings support the development of training programs that prioritize relational, strategic, and emotionally intelligent leadership, addressing both instructional and behavioral challenges within schools. Furthermore, the identified associations between student offenses and the age, civil status, and educational attainment of school heads shed light on the subtle influence of lived experiences on disciplinary approaches. As such, leadership training should be context-sensitive and adaptable to the unique backgrounds of school leaders. Future research should investigate the generalizability of these findings in other educational settings, including private and public educational institutions. Longitudinal studies could examine the sustained impact of leadership training on school climate and student success. Additionally, qualitative inquiries may offer a deeper understanding of how personal experiences shape leadership behavior and school governance strategies. Ultimately, investing in leadership development that integrates human-centered and organizational skills is essential for cultivating schools that are inclusive, resilient, and future-ready.

5.0 Contributions of Authors

Both authors contributed substantially to the conception, design, data collection, analysis, and interpretation of this study. The first author led the writing of the manuscript and managed fieldwork coordination, while the second author was primarily responsible for statistical analysis and integrating theoretical frameworks. The authors critically reviewed and approved the final version of the article and shared equal responsibility for finalizing its content.

6.0 Funding

There is no funding agency involved in this research.

7.0 Conflict of Interests

The authors declared no conflict of interest.

8.0 Acknowledgment

The authors extend their sincerest gratitude to everyone who supported them in accomplishing this academic pursuit. Special thanks are due to the research adviser, university administrators, and colleagues who provided guidance and encouragement throughout the process. Appreciation is also extended to the Technical Education and Development Authority Region VII-Negros Oriental officials, TVI heads, and trainers who participated in the study and generously shared their time and insights. The authors are likewise thankful to their families for their unwavering moral support and to Negros Oriental State University (NORSU) for fostering a culture of academic rigor and ethical scholarship.

9.0 References

Acton, K. S. (2020). School leaders as change agents: Do principals have the tools they need? Management in Education, 35(1), 43–51. https://doi.org/10.1177/0892020620927415

Barola, R. C., & Digo, G. S. (2022). Profile and Level of Performance of Elementary school heads in Leading Strategically: Basis for the development of policy recommendations. Jurnal Pendidikan Progresif, 12(3), 1453–1472. Retrieved from https://tinyurl.com/4y8dz458

Bedi, I. K., & Kukemelk, H. (2021). Influence of age and school type on reform practices performed by school heads. Mediterranean Journal of Social Sciences, 12(5), 82. Retrieved from https://tinyurl.com/mtay75bh

Bush, T. (2020). Theories of educational leadership and management (5th ed.). Sage Publications.

Bush, T. (2021). School leadership and culture: Societal and organizational perspectives. Educational Management Administration & Leadership, 49(2), 211–213. https://doi.org/10.1177/1741143220983063

Day, D. V., Riggio, R. E., Tan, S. J., & Conger, J. A. (2021). Advancing the science of 21st-century leadership development: Theory, research, and practice. The Leadership Quarterly, 32(5), 101557. https://doi.org/10.1016/j.leaqua.2021.101557

Dellomas, J. L., & Deri, R. A. (2022). Leadership practices of school heads in public schools. United International Journal for Research & Technology, 4(2), 13–26. Retrieved from https://tinyurl.com/yzkcne3d

Fullan, M. (2023). The principal 2.0: Three keys to maximizing impact. John Wiley & Sons. https://tinyurl.com/pf8mcfep

Gümüş, S., & Bellibaş, M. Ş. (2020). The relationship between professional development and school principals' leadership practices: The mediating role of self-efficacy. International Journal of Educational Management, 34(7), 1155–1170. https://doi.org/10.1108/IJEM-10-2019-0380

Kemethofer, D., Helm, C., & Warwas, J. (2022). Does educational leadership enhance instructional quality and student achievement? The case of Austrian primary school leaders. International Journal of Leadership in Education, 1–25. Retrieved from https://tinyurl.com/4sda6dnn

Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. School Leadership and Management, 40(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077

Lijun, W., & Te, H. C. (2024). The role of primary school principals and administrators in promoting student achievement, teacher effectiveness, and a positive school culture. Journal of Roi Kaensarn Academi, 9(8). Retrieved from https://tinyurl.com/4wrndnva

Northouse, P. G. (2025). Leadership: Theory and practice (10th ed.). Sage Publications.

Peregrino, L. P., Caballes, D. G., Necio, C. R., & Pasion, R. V. (2021). School heads competence and qualifications: Its influence on the school performance. CiiT International Journal of Data Mining and Knowledge Engineering, 13(1).

Schermerhorn, J. R., Jr., & Bachrach, D. G. (2020). Exploring management (13th ed.). John Wiley & Sons.

Technical Education and Skills Development Authority. (2024, July 28). Strengthening tech-voc to continue – TESDA. https://tesda.gov.ph/Media/NewsDetail/20360

Tingle, E., Corrales, A., & Peters, M. L. (2019). Leadership development programs: Investing in school principals. Educastional Studies, 45(1), 1–16. https://doi.org/10.1080/03055698.2017.1382332