
MANAGEMENT CAPABILITIES OF HEAD TEACHERS

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ABSTRACT

This study determined the management capabilities of head teachers in secondary schools within the Division of Batangas, with the ultimate goal of proposing a management program. Specifically, the study examined the respondents' management capabilities concerning strategic leadership, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. Furthermore, it identified the challenges faced by the respondents, which contributed to the formulation of the management program. This study employed a descriptive research method, utilizing a researcher-designed questionnaire as the primary data collection instrument, complemented by interviews and focus group discussions.

Results from the findings revealed that the management capabilities of the head were assessed to a very great extent in areas such as strategic leadership, resource management, teaching and learning, self-development, and building connections. Research showed that school heads' managerial competence is crucial for achieving school goals and improving quality education. This ensures effective school leadership, promoting educational excellence, and a supportive environment for students and staff. Moreover, the primary challenges faced by head teachers were preserving high levels of discipline. The proposed management program aims to enhance head teachers' leadership skills for more effective school management and improved educational outcomes.

Keywords: *Management Capability, Management Program, Issues and Challenges, Head Teachers*

INTRODUCTION

In the ever-evolving field of education, head teachers play a critical role in shaping the quality and effectiveness of academic institutions. Their responsibilities extend beyond classroom instruction to include leadership, management, and fostering a culture of excellence within their schools. Head teachers are at the forefront of implementing educational policies, guiding teachers, and addressing the diverse needs of students and the community. According to Bush and Glover (2016), the leadership and management practices of head teachers significantly influence school performance, impacting student outcomes, teacher satisfaction, and the overall school environment. Their research underscores the crucial role head teachers play in creating an atmosphere where both students and teachers can thrive.

Professional development opportunities are vital for equipping head teachers with the skills necessary to navigate the complexities of modern education, including curriculum changes, evolving student needs, and technological advancements. In today's rapidly changing

educational landscape, the responsibilities of a head teacher extend far beyond administrative tasks. As teaching methods evolve, curricula are adjusted, and technology becomes increasingly integrated into classrooms, head teachers must stay current to lead and manage their schools effectively. Engaging in ongoing professional development allows them to acquire the knowledge and skills needed to address these changes and implement innovative strategies that benefit both students and educators.

The ongoing development of leadership capabilities is essential for head teachers, enabling them to confidently manage diverse challenges. As the demands of education evolve, head teachers must be adept at making well-informed decisions, fostering the professional growth of teachers, and creating a supportive environment that promotes student success. Comprehensive leadership training equips head teachers to establish a clear vision for their schools, align resources with educational goals, and cultivate teamwork among staff. Additionally, it enhances their ability to address the complexities of modern educational administration, such as integrating technology, managing student behavior, and meeting increasing demands for academic achievement. By continually refining their leadership skills, head teachers are better prepared to guide their schools toward success, fostering a positive and sustainable learning environment for all.

In the Philippines, the Department of Education recognizes the importance of empowering head teachers to meet national educational goals while aligning with global standards. Frameworks such as the Philippine Professional Standards for Teachers (PPST) and professional development initiatives for instructional leaders ensure that head teachers acquire the necessary skills and knowledge to lead schools effectively, promote teacher development, and address the challenges of modern education. These programs emphasize not only students' academic achievement but also the personal and professional growth of the educators who guide them.

Management capabilities are fundamental to the success of head teachers, as these qualities enable them to effectively guide schools and achieve educational goals. Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, provides the legal framework for these roles in the Philippine education system. The Act designates head teachers as key leaders responsible for the administration, governance, and management of schools. It entrusts them with implementing educational policies, ensuring the quality of teaching and learning, and managing resources effectively. By emphasizing the importance of leadership and management skills, the Act underscores the critical role of head teachers in creating a nurturing learning environment, improving academic performance, and supporting the professional growth of educators. However, despite national frameworks such as PPST and RA 9155, it can be observed that many head teachers remain underprepared for modern administrative demands, particularly in maintaining discipline and integrating technological innovation.

As educational systems grapple with challenges such as the integration of technology, diverse student needs, and the demand for 21st-century skills, school leaders must continuously adapt to remain effective in their roles. Managing daily operations is no longer sufficient; head teachers must now navigate complex educational reforms, address the varying needs of students, and ensure that teachers receive adequate support and professional development. To

meet these demands, head teachers require access to continuous professional development that is both relevant and adaptable to the evolving educational environment. Enhancing leadership training, providing mentorship, and fostering collaboration among peers are critical steps to ensuring head teachers possess the skills needed to guide their schools toward success in an increasingly complex world. Prioritizing the professional growth of head teachers is essential for addressing contemporary educational challenges and ensuring students receive the highest quality of learning.

Reflecting on the management capabilities of head teachers reveals a growing concern over the years. The role of school leaders has evolved beyond administrative oversight to require a blend of effective leadership and strategic management. Unfortunately, many head teachers continue to struggle with the complexities of their responsibilities. While they are expected to lead their schools through educational reforms, manage daily operations, and create positive learning environments, there is a noticeable gap in leadership competence and management skills. This gap often hinders their ability to address challenges such as integrating technology, adapting curricula, and meeting the diverse needs of students.

The lack of sufficient professional development and training for school heads exacerbates these challenges. Many are tasked with managing school finances, overseeing faculty performance, and implementing policies without the necessary leadership tools. This lack of preparation often makes it difficult to cultivate a school culture that encourages collaboration, innovation, and improved student outcomes. These gaps can negatively affect both staff and students, making it harder to maintain a productive and positive school environment.

Given the importance of strong leadership in achieving educational goals, there is an urgent need to assess and enhance the management capabilities of head teachers. Providing them with comprehensive training and ongoing support will better prepare them to meet the demands of their roles. This approach will ultimately improve the educational experience for students and teachers alike. By equipping school heads with the necessary tools and skills, educational systems can strengthen school culture, enhance teacher performance, and drive student success. This study aims to identify areas for improvement, propose effective solutions, and ensure school heads are fully equipped to lead their schools toward continuous improvement and academic excellence.

Statement of the Problem

This study aimed to determine the management capabilities of head teachers of public secondary schools in the Division of Batangas.

Specifically, this study was guided by the following objectives:

1. Assess the management capabilities of prospective leaders in relation to:
 - 1.1 leading strategically;
 - 1.2 managing school operations and resources
 - 1.3 focusing on teaching and learning;
 - 1.4 developing self and others; and

- 1.5 building connections
2. Identify the challenges faced by the respondents.
3. Propose a management program to enhance the management capabilities of head teachers.

Scope and Delimitations

This study focused on the management capabilities of head teachers in public secondary schools in the Division of Batangas during the school year 2023-2024. The study aimed to assess the management capabilities of these prospective school leaders and the challenges they faced in leadership and management competencies. Additionally, the researcher prepared a management program to enhance the management capabilities of head teachers.

The study was delimited to the participation of school principals, master teachers, and teachers from the Division of Batangas. It utilized a descriptive-survey method of research, employing a researcher-constructed questionnaire as the main data-gathering instrument

Review of Related Literatures

Capabilities of School Managers. Management capabilities refer to a manager's skills that help in the development of the organization they lead. These skills are influenced by both internal and external factors. A manager's success in achieving organizational goals depends on their ability to manage effectively, which requires specialized knowledge and skills acquired through education and training. The key to success in management lies in recognizing problems and opportunities and making the right decisions. A manager's tasks include organizing resources, delegating authority, and assigning duties and responsibilities to achieve organizational goals. The efficiency and effectiveness of an organization are determined by the manager's ability to manage it.

School managers, including principals, head teachers, and other administrative leaders, require a diverse set of capabilities to effectively lead and manage educational institutions. These capabilities encompass various aspects of leadership, management, interpersonal skills, and strategic decision-making. Good school leaders influence their team to work together for the school's benefit. Their skills help them guide and direct their team to work as one, promoting unity, cooperation, and enthusiasm. Their ability to build relationships within the school community also inspires their team. These leadership skills help leaders succeed in reaching the school's goals.

Administrators are important and need a management strategy that includes strong leadership. Leaders need to have strong leadership to guide the organization effectively. Chaijuthaphak (2015) emphasized the importance of strong leadership for secondary school administrators in overseeing large educational institutions. Administrators with strong leadership skills can plan ahead, create a positive organizational culture, have a broad vision, meet expectations set by society and schools, and apply the necessary principles, knowledge, and skills for self-development and that of their colleagues. Hence, to effectively address future challenges and cultivate a positive organizational culture that supports school success, school administrators need to have strong leadership (Phusing, 2015).

According to Hitt et al. (2016) a strategic leader is someone who possesses the ability to foresee, plan, adapt, think strategically, and collaborate with others to drive changes that will enhance the organization's future. Griffin et al. (2014) stated that strategic leadership

plays a vital role in enabling the organization to convey its future vision and fulfill its mission in accordance with its strategic plan. Likewise, Wibawa (2014) and Davis (2004) define strategic leaders as individuals capable of developing strategic competencies, aligning people and organizations, translating strategy into action, identifying effective strategic intervention points, and possessing organizational capabilities with a strategic mindset. Day and Dragoni (2015) emphasize that leadership strategy serves as the driving force behind any implemented plan, encompassing various dimensions that outline how things will operate in the short and long term. These dimensions include developing the organization's vision, enlisting individuals to carry it out, and establishing targets and goals.

Meanwhile, Padmadisastra (2015), strategic leaders should comprehensively understand their environment, including the latest technological developments and how they impact the company. They also need a thorough knowledge of environmental aspects such as teacher teamwork and teaching excellence, as these factors can directly influence the academic results of their students. Manish (2014) advises that leaders in strategic leadership roles should identify opportunities for improvement in current practices and abilities while avoiding any behaviors that could have a negative impact on the organization. Therefore, school leadership and teacher collaboration and consensus are crucial for enhancing teaching quality, highlighting the importance of teachers working together in any efforts to improve the quality of teaching.

Furthermore, Muthimi and Kilika (2018) emphasize the importance of leadership strategy in providing a roadmap for an organization, guiding it towards its future. This involves analyzing the organization's current situation and its planned future state in terms of human resource requirements necessary to effectively implement the organization's strategy. A well-planned leadership strategy considers the total number of leaders needed in various segments over the next 5 to 10 years, the required skills and behaviors of individuals and teams, and the leadership culture necessary for the organization to achieve its goals. More so, the strategic leaders are responsible for driving the organization's strategy. Strategic leadership involves setting the organization's direction, creating and implementing strategies to achieve its objectives (Sarrattana, 2014). It requires staying abreast of internal and external changes, anticipating the organization's long-term future, and developing strategies to achieve desired outcomes.

Moreover, leading strategically promotes a positive learning climate by effectively communicating goals, setting clear expectations, and fostering a conducive learning environment. This approach is crucial for creating an atmosphere where students feel supported, engaged, and motivated to learn. Research highlights the importance of positive classroom climates in enhancing learning outcomes. In such environments, teachers play a key role in establishing effective social interactions among students, encouraging collaboration, and supporting academic work through open communication and clear expectations (Qiu, 2022). Teachers' clear communication and understanding of student abilities can enhance learning outcomes and self-esteem. Positive classroom climates stimulate interest and encourage sharing. In climate change communication, promoting positive engagement through empathy and understanding can motivate action. Strategic communication approaches prioritize constructive interactions for meaningful change.

Establishing a positive culture within a school necessitates that school leaders offer access to essential resources that enable effective teaching. Instructional materials affect how educators deliver their lessons, the breadth of instruction, and the ways in which they assess learning (Bettini et al., 2016). Consequently, the availability of educational resources (such as books, supplies, technology, and curriculum supports) impacts the

quality of instruction in the classroom. Educators who have easy access to robust curricular resources tend to achieve greater success, in contrast to those who lack such support. When teachers are equipped with appropriate resources, they are more capable of managing their classrooms and delivering the necessary content; on the other hand, those who do not have the right tools often struggle with confidence, feel disconnected, and face communication breakdowns (Du Plessis et al., 2015). Additionally, Ontong (2022) discovered that the school climate was affected by the surrounding school culture, and school heads' transformational leadership and emotional intelligence. Implications of the findings include the need for principals and or school heads to review their approaches, programs, and projects that are directed towards the development of the desired learning environment that promotes and supports academic growth of both teachers and students.

Beckers (2021) explains that creating a positive climate is not just about promoting positive thinking. It's about using proven methods to build a professional setting that supports mental well-being, growth, and goal achievement. Small acts like expressing gratitude, recognizing good performance, showing empathy, and addressing concerns can help create a positive environment. Leading an organization with a focus on positivity can improve success by creating a supportive workplace that encourages growth. This kind of environment can improve decision-making, productivity, creativity, social connections, and positive behaviors, leading to greater happiness, productivity, and profitability.

The management capability of school leaders includes effectively managing school operations and resources. This involves maintaining efficiency, effectiveness, and justice in carrying out duties to maximize organizational health. The school head's role in managing school systems and processes is crucial for the benefit of the teachers. Success in the 21st century requires school leaders to possess five leadership competencies: strategic leadership, management of school operations and resources, emphasis on teaching and learning, self and other development, and relationship building. According to Rasool et al. (2019), managers must be well-versed in management techniques to successfully manage an organization. Therefore, the head of an institution should possess management abilities to achieve desired goals.

The capabilities in managing resources by DepEd policies involve ensuring transparency, accountability, responsibility, and liability in handling government funds and properties. School heads must adhere to the principles of good governance, promoting ideas of transparency and accountability in all branches, departments, and agencies. The responsibility to manage resources by-laws, rules, and regulations rests with the chief or head of the government agency concerned (DO 24 s.,2020). Additionally, Andang et al. (2014) stress that in order to fulfill each school's objective, administrators must possess good managerial abilities in order to oversee the diverse range of resources in the building.

According to Ali et al. (2019), head teachers create, provide, and uphold a defined framework, regulations, and processes for the improvement of their schools. Purposeful actions by the administrator and the involvement of all stakeholders provide assistance to maintain a safe and effective learning environment (C. Watson, 2019). The head teacher is accountable for daily operations and essential to recognize the importance of the conditions of the school in which staff and students have to do their work and ensure a positive learning environment.

Additionally, School-Based Management (SBM) procedures are used to audit, evaluate, and monitor the school heads' operations and management practices. Every exercise they accomplished would demonstrate their skill and proficiency in carrying out their duties and obligations as productive and successful school leaders. Furthermore, school administrators are in charge of maintaining a welcoming and safe work environment

(Cabigao, 2019). It would include fostering a spirit of cooperation and respect between instructors, co-teachers, and other staff members. School administrators face challenges in carrying out their duties because every school is a unique institution with unique characteristics, such as an established organizational culture that exists even before they join the school. School heads are essential managers and leaders responsible for the overall operation of schools, focusing on vision, mission, curriculum, financial management, facilities, student services, community relations, and improvement plans. Their functions are complex and diverse, requiring accountability, integrity, and identifying necessary competencies to ensure the effectiveness and efficiency of the school's performance.

To connect the school budget and improvement objectives, school heads must be proficient in creating and implementing school budgets (School Finance Handbook, 2016). Above all, principals should be adept at creating budgets. These abilities support the development of school administrators' proficiency in purchasing procedures, such as the ability to acquire products and services in accordance with budgetary guidelines and principles. After that, school administrators need to put in a lot of effort to learn how to effectively monitor and assess the school budget. This is one of the most significant responsibilities of school heads, requiring them to prioritize the needs of the school while managing the limited resources at their disposal through appropriate management at all levels.

Furthermore, Phylister et al. (2018) elaborated on a related point by saying that in order to guarantee that school heads have the necessary abilities, financial management training becomes essential for the school head to become competent in the field. Further, school heads' capacity building for financial management needs to continue. Building on a similar notion, they contended that financial management education becomes essential for school heads to become competent in the field in order to guarantee they have the necessary abilities. Furthermore, school heads' continued financial management capacity training is still relevant. Concerns about professional updates, financial management education, and related matters ought to be shared. According to Mgandi et al. (2017), this can be achieved through specialized financial management seminars and workshops on the usage of financial guidelines handbook, consultations, monitoring, assessment, and appropriate financial record keeping.

In a study conducted by Amos (2021), the effectiveness of the financial management skills of school heads in providing quality education in secondary schools was examined. The research found that skills such as funding mobilization, budget monitoring, evaluation, and auditing were crucial for the financial management of schools. However, it was discovered that many school heads, bursars, and clerks lacked the necessary financial management skills to be effective as school managers. To address this issue, the study recommends capacity building programs for school heads, bursars, and clerks, decentralization of financial decision-making, alignment of financial management to the school's mission and vision, and effective monitoring, evaluation, and auditing of financial reports.

Educational leaders have a crucial role to play in achieving educational targets, particularly in instructional development. Instructional leadership involves an effort to enhance the delivery of instruction in a school system where learners learn at a high level. The school administrator shall meet their instructional roles and responsibilities by assuming a top-down supervisory approach that focuses on monitoring and evaluating teacher's performance and learners' achievement. Therefore, they need to perform their administrative and supervisory function properly to effectively and efficiently deliver the purpose in the development of change.

Focusing on teaching and learning is another management capability of school leaders that concentrates on school heads' work in promoting quality teaching and learning. This skill emphasizes the school heads' commitment to providing instructional leadership towards improving competence among teachers and outcomes among learners. School heads are expected to provide technical assistance on instruction that relates to curriculum, practice, and performance. They should also create a learner-centered environment that ensures access to inclusive, excellent, relevant, and liberating education. In order to meet educational goals, especially in instructional development, educational leaders are essential. Enhancing the way that education is delivered in a school system so that students learn at a high level is the goal of instructional leadership. The school administrator will carry out their instructional roles and responsibilities by adopting a top-down supervisory strategy that prioritizes the observation and assessment of teachers' performance as well as the academic progress of their students. To successfully and efficiently accomplish the goal of the development of change, they must thus carry out their administrative and supervisory duties in the right manner.

Additionally, Manaseh (2016) agrees with the scholarly viewpoint that the role of the head teacher is to coordinate the curriculum, monitor teaching activities throughout the school, conduct lesson observation, and participate in curriculum review. Head teachers are responsible for promoting teacher professional development by enhancing their knowledge through classroom observations, communicating high expectations, and ensuring that the school environment is conducive to learning (Wyatt, 2017). Omaali et al. (2019) define the role of the head teacher in ensuring effective teaching as holding teachers accountable for what they do in class and ensuring better lesson planning and delivery, thereby promoting efficiency in the teachers.

Effective management capabilities encompass a multifaceted approach that not only focuses on the development of the individual manager but also extends to fostering the growth and potential of those within the team or organization. Developing self and others is a behaviour that focuses on demonstrating commitment to ongoing professional development: both your own and that of the people around you. School heads are expected to reflect on their personal and professional development to enhance their practice in leading and developing people as they support their personnel's professional development and welfare. They should provide others with the means for development such as opportunities to learn, reflect, lead, and progress in their profession.

Head teacher creates an atmosphere in which teachers are considered professionals and have opportunities to continue their professional development both within and without the school they teach in, which leads teachers toward excellence. There should be a climate of high expectations in which the staff believes and demonstrates that all learners can obtain mastery of the school's essential curriculum. An effective head teacher communicates the school's mission and vision, by persistently creating a shared sense of purpose and establishing a set of common core values among the instructional staff. There is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm.

Lastly, building connections is another management capability that is a vital aspect of a head teacher's role in fostering a positive school culture, promoting collaboration, and enhancing student success. School heads are expected to be responsible and accountable for inculcating a deeper understanding of the vision, mission, core values, and directions of the school to relevant entities. They possess skills in relating with, dealing with, and forging relationships with people. They should be able to build relationships with individuals and organizations anchored on mutual trust, honesty, openness, respect, and commitment toward sharing the same vision for the attainment of institutional goals.

Structured activities and professional development focused on rapport, trust, and communication are crucial for head teachers to build strong relationships (Lasater, 2016).

Stakeholder involvement is all about collaborating with people and utilizing resources to achieve common objectives and goals. A competent manager looks for ways to harness the interests and abilities of each individual in a way that benefits everybody. This is the kind of environment that a head teacher tries to foster in school. Since the government has made primary education compulsory and free for all, it is crucial that school management involves all stakeholders in the decision-making process. As school leaders, they are responsible for carrying out the school's overall vision in line with the Department of Education's guidelines. They are also expected to provide guidance to teachers and students, manage resources efficiently, and bring the school community together. Another crucial aspect of their role is to lead dynamically, fostering teamwork and collaboration while motivating staff and students to achieve better outcomes for the school organization (Department of Education, 2021).

The school system cannot exist in a vacuum separated from the larger social context; therefore, the vital role stakeholders such as parents, community, and teacher play in a child's education cannot be underestimated. The connection between communication and stakeholders' participation is imperative because it builds trust and mutual relationship which in turn fosters the level of stakeholders' involvement or participation in the running of the school. Where effective participation of stakeholders exists, the employees are offered the opportunity to express their feelings and communication serves as a medium of conflict resolution in any given organization. Cabardo (2016) maintained that effective communication and stakeholder participation will help in the learners' education by enhancing their progress and better realization of their educational performance. Stakeholders' participation in the school system is buttressed by the principles of consensus which advocate for representation in any school system if quality education is to be enhanced, various school stakeholders need to be regularly communicated and brought on board to play significant roles in school management.

Maintaining a strong connection with school alumni is crucial for the continued success and development of the school community and the role of the head teacher in this regard is pivotal. Through this connection, the head teacher can benefit from the alumni's knowledge, experience, and support, which can help current students and future generations (Villanueva et al., 2021). This connection can be upheld through various means such as alumni events, newsletters, social media platforms, and networking opportunities. By actively engaging with the school's alumni, the head teacher can cultivate a sense of pride and loyalty among former students, keeping them connected to their alma mater and encouraging them to give back to the school in various ways. Moreover, the head teacher can create opportunities for alumni to contribute their expertise and resources to the school community. Alumni can participate in career guidance programs, mentor current students, or provide financial support for scholarships and educational initiatives. Having a strong connection with school alumni can provide numerous benefits for both the school and the alumni.

In summary, school managers, including principals and administrative leaders, need a diverse set of skills to effectively run educational institutions and achieve organizational goals. Their success depends on both internal and external factors, such as their ability to manage resources, delegate tasks, and make strategic decisions. Strong leadership is crucial for creating a positive school culture, fostering teamwork, and aligning the school's vision with its operations. Strategic leadership, which involves foresight, planning, and adaptability, is essential for long-term success. Additionally, school managers are

responsible for overseeing operations, managing budgets, ensuring transparency, and prioritizing accountability in financial decisions. Continuous self-development and fostering professional growth among staff are key to building a supportive school environment. Furthermore, managing resources efficiently and implementing processes like school-based management (SBM) are important for ensuring school effectiveness and improvement. Overall, effective school leadership involves balancing leadership, resource management, financial oversight, and instructional guidance to drive school success. leadership, and stakeholder involvement, to ensure the success and sustainability of the school.

Issues and Challenges met by Head Teachers. Head teachers, often known as principals or school leaders, are essential to the leadership and management of educational institutions. They are charged with monitoring day-to-day operations, creating a good learning environment, and pushing continuous improvement to improve student results. However, head teachers face a myriad of complex issues and challenges in fulfilling their leadership and management roles effectively. Head teachers have always faced numerous challenges in their roles. Their responsibilities include maintaining educational standards, fostering productive collaboration with groups such as parents, teachers, and local councils, and creating a conducive environment for students to thrive. They are often tested and must implement strategies to improve the school's reputation while making the most of limited resources. Bean et al. (2016) showed that difficulties encountered by new school principals consisted of faculty having unrealistic expectations, lack of leadership experience, insufficient training, trouble applying theoretical training to real organizational situations, absence of a mentor, poor induction programs, unclear expectations without support, and conflicting demands leading to challenges in budgeting, prioritizing tasks, and managing personal and work responsibilities. In the research conducted by Castañeros et.al (2023), it was found that newly appointed school principals encounter challenges such as supervising staff, balancing work and personal life, managing the school, and handling the previous leader's legacy. The recently promoted school principals addressed leadership obstacles by being open-minded, seeking support, relying on themselves, and managing their time effectively.

Newly promoted school principals face significant challenges due to inadequate education and preparation for their roles. According to Jaarsveld et al. (2015), mentorship is necessary to improve school principal leadership and student achievement. Arrieta et al. (2020) also stated that new school principals struggle with paperwork, school culture, processes, and meeting superiors' expectations. Many principals fail to complete their master's degrees due to the demands of their role and pressure to obtain the necessary academic credentials. Additionally, there is a low completion rate for master's degree programs in school leadership and management.

Another study highlighted the challenges principals encounter in connecting theory, policy, and practice. Ethical leadership is a key focus of leadership development programs in the Philippines due to widespread corruption and nepotism. Thus, principals need to be culturally sensitive in their preparation for their roles. Transitioning into a leadership position comes with various difficulties, such as strained relationships, facility maintenance issues, and lack of teacher support. Staff cooperation, existing school mechanisms, and familiarity with the system can facilitate a smoother transition. New principals encounter challenges in managing teacher tardiness, student misconduct, interpersonal relationships, and facility upkeep. Lack of teacher support for the administrators' visions is also a significant issue (Jaarsveld et al., 2015). Transitioning from classroom teaching to school leadership is a complex process. Contrary to common belief,

not all classroom teachers are immediately prepared or willing to take on leadership roles. The transition involves distinct challenges, as classroom teaching and school leadership represent different yet complementary aspects of education (Arrieta et al., 2020).

Similarly, a research in Ghana uncovered the difficulties head teachers encounter, including unsafe school conditions, teachers' reluctance to assist with student supervision, inadequate school personnel, lack of student discipline, and negative perceptions towards education in schools and overall education (Tudzi, 2018). Additionally, some school leaders have poor oversight in the system, overwhelming administrative work, large class sizes, student behavior management, limited parental involvement in education, insufficient number of qualified teachers, evaluation methods, and high rates of student withdrawals (Anwer et al., 2018). A survey at the Philippine Integrated School in Marawi City showed that teachers have varying professional needs in terms of classroom management skills and handling professional issues, which should be taken into consideration for teacher training programs.

Also, a study by Ünal & Dulay (2022) investigated teachers' experiences with work-life balance during emergency remote teaching. The study identified two major themes: the challenges of maintaining work-life balance and strategies to address these challenges. Teachers reported difficulties such as inadequate workspace, irregular hours, lack of support, and role conflicts, which hindered their ability to balance work and personal life and negatively impacted their well-being. The study highlights the need for practical solutions and managerial support to address these issues, given that remote work and distance education may persist beyond the pandemic.

Furthermore, Parek (2018) stresses the importance for women to actively pursue methods to attain a balance between work and personal life. Women should focus on their priorities and select strategies that optimize both pleasure and drive. Recognizing one's values and achieving a harmony between work and personal life are essential for their career growth and overall happiness. The principal, being in charge of the school, also serves as a technology leader. An education technology leader needs to efficiently utilize technology to improve teaching, help teachers incorporate technology into their lessons, and build a strong technology support team. Key responsibilities for a school principal involve developing and executing creative technology plans, fostering teacher knowledge of technology's significance, and incorporating technology into the curriculum to enhance teaching efficacy.

Incorporating technology into schools presents difficulties for head teachers, as indicated by Lomo et al. (2024) and Wong & Daud (2017). The obstacles consist of insufficient funding for ICT tools, lack of support from stakeholders, challenges in training teachers, and inadequate infrastructure like electricity and internet access. In order to tackle these challenges, policymakers must implement practical measures to solve the problems encountered by school principals. School administrators need to have strong technology skills to establish a technology-rich educational environment. According to Awalt and Jolly (2019), the lack of technology improvement among school heads may be attributed to a failure to recognize modern technology and ineffective technology management within schools. Apsorn et al. (2019) further argue that the reluctance to adopt new information technologies and inadequate preparation for learning these technologies are significant issues. They emphasize that many administrators do not fully understand the importance of innovation and technological advancements, which affects the effectiveness of educational administration. In addition, Apau (2017) found that teachers often lack technological content knowledge and recommends that educators model technology use in teaching to stay updated with technological pedagogical content.

Moreover, another challenge that head teachers face is managing both human and financial resources. These studies address issues such as recruitment, induction, development, motivation, and management of teaching and support staff. For instance, Ayikue (2020) carried out a study on the difficulties encountered by secondary school head teachers in Kenya for recruitment, induction, development, and motivation of teachers and management of support staff. Some of the factors found in the study comprise; recruitment challenges and failure to provide adequate in-service training teachers as significant issues. In addition, Behlul and Caganaga (2018) further examined the challenges that headmasters face in the management of human resources such as the area of governance and its effects on the motivation of teachers. These findings also point to the dynamism of problems that head teachers encounter in their efforts to human capital and resources in educational organizations.

However, according to the study of Robina et.al (2018) the financial management obstacles encountered by new head teachers include procurement problems like school debt, accounting difficulties such as inadequate record-keeping, budget limitations, and auditing issues like late reports and lack of financial expertise. It was suggested that head teachers should receive training on financial management, which was crucial for their new role. Research on how newly appointed head teachers are trained and introduced would enhance the current study's comprehension. Similarly, Getahun (2018) pointed out that the problems of school financial management include low stakeholder involvement, lack of human resource, insufficient professional development, no framework and poor criterion for budgeting. Moreover, Tadiwos (2014) specified the following difficulties pertaining to the use of financial resources: budget releases arrived late; there was no skilled manpower for the compliance with budget control; poor cooperation with stakeholders; and insufficient financial control training.

Head teachers also face challenges in improving and maintaining high academic performance. Research studies have consistently highlighted the difficulties encountered by head teachers, including inadequate leadership, lack of coordination and support from educational supervisors, and high accountability for outcomes, particularly pupils' academic performance. A report by the Education Policy Institute found that less effective head teachers are concentrated in low-attaining schools, and effective head teachers increase pupils' performance and their future earnings. Investing in leadership improvement is worthwhile given the benefits that effective head teachers bring. Another research conducted by Alkarni (2014) discovered that principals face difficulties when collaborating with educational supervisors, including issues related to coordination and assistance. Head teachers also require individuals to pay attention to them, display care for their welfare, and provide validation and support. In Tanzania, a recent study discovered that obstacles encountered by school administrators in private secondary schools, such as limited funds, absence of inspiration, and declining student enrollment, hinder the maintenance of students' academic success (Onai & Ligembe, 2022).

In a study by Charles and Mkulu (2020), it was found that school administrators face leadership challenges in maintaining students' academic performance. Some of the difficulties faced are insufficient funding, limited collaboration with education partners, high student population, infrastructure problems, and teacher shortages. These obstacles impede the efficiency of principals in private high schools. In Mbaabu's (2014) study, the aim was to examine the challenges faced by head teachers in primary schools. The main finding was that despite having appropriate academic qualifications, head teachers faced numerous interconnected challenges related to a lack of leadership skills, curriculum and instruction knowledge, and inefficient management of human, physical, and financial

resources. As a result, there was a failure to work together effectively among important participants in the field of education, leading to negative school results like student behavior issues and academic achievements in both local and national tests. The research suggested that the Government of Kenya, with the help of the Kenya Education Staff Institute (KEMI), improve the professional development of head teachers and School Management Committee members in school leadership, with a special emphasis on resource procurement and management strategies.

Furthermore, the study by Mkulu et al. (2020) found that insufficient budget, poor cooperation with education stakeholders, high student enrollments, lack of infrastructure and teaching resources, and a shortage of teachers were the major challenges affecting school administrators and students' academic performance. These challenges have led to increased absenteeism and negatively impacted the schools and students' academic performance. The researchers suggested that educational stakeholders should invest more in education by implementing income-generating activities within the schools and recommended that the government allocate more funds to schools, hire more teachers, and encourage school administrators to collaborate with all educational stakeholders to address the management challenges.

Indiazi (2018) explored the problems affecting head teacher training and their impact on academic performance in public primary schools. According to the findings, the obstacles faced by head teachers were a lack of monitoring and assessment, the high expense of training programs, a negative attitude toward training among certain head teachers, and a severe workload. The report advises that the Ministry of Education develop ways to ensure that head teachers receive official pre-service training on how to deal with administrative problems in order to improve performance.

School leaders are in charge of fostering student academic success by coordinating and overseeing the curriculum. Nevertheless, certain situations prevent principals from completely meeting this obligation. This indicates that school principals encounter difficulties in their daily task of enhancing student academic achievement. In a study conducted by Githiari (2017), the aim was to discover the difficulties faced by principals when carrying out different operational management duties in secondary schools. The study revealed that principals encountered a range of obstacles while carrying out administrative duties. The challenges comprised of limited funds, lack of teachers, student misbehavior, teacher misconduct, substance abuse, adolescent pregnancies, political intervention, ineffective student leadership, and unsatisfactory school-community relations. It is suggested by the research that it is crucial to provide training for principals in order to ensure that both current and future principals have the necessary certification in school management. This training must also focus on developing interpersonal skills to assist principals in managing issues with students and staff members.

Meanwhile, establishing and keeping up a supportive learning environment in a multicultural setting poses a major challenge for school administrators. They encounter challenges in handling personal discrepancies and disputes that may hinder the attainment of organizational objectives. School leaders encounter various challenges in establishing and upholding a conducive learning environment. These challenges include managing cultural diversity, addressing student discipline issues, and ensuring sufficient resources. Effective leadership practices involve building integrity, communicating vision, catering to individual needs, and supervising staff and students (Joseph M. Velarde et al., 2020). Head teachers play a crucial role in shaping the school climate, which significantly influences academic performance (J. Kor & James K. Opare, 2017). To address discipline issues, schools emphasize guidance and counseling, creating a positive environment, and

addressing student concerns.

The management of physical school environments also plays a crucial role in creating a positive learning climate. Olowo (2023) emphasizes the importance of maintaining safe, clean, and comfortable classroom facilities. However, Allen (2015) reported that maintenance of school facilities is often neglected, leading to deteriorated conditions and failed objectives. This issue is particularly pronounced in primary schools in Nigeria, where facilities are frequently in poor condition. Asiyai's study indicates that school heads often neglect the maintenance of school facilities, viewing it as outside their responsibilities. Similarly, Ogie (2015) found that head teachers' pay minimal attention to facility maintenance, including classroom upkeep. These findings suggest that head teachers have a critical role in ensuring the proper maintenance of physical facilities. However, there is a noted lack of research on this issue in public primary schools in Osun State, underscoring the need for further evaluation of head teachers' roles in maintaining classroom facilities in this region.

Research indicates that maintaining discipline in schools is a vital concern in the field of education, necessitating the implementation of guidelines for appropriate conduct, fostering respect, and instilling value systems to encourage students' self-regulation and autonomy (Andegiorgis, 2019). Research has also recognized numerous difficulties in handling student behavior, such as parents advocating for their children, a shortage of professional counselors and resources, political intervention, students trying to harm educators, and student opposition (Essau, 2022). In Kenya, dealing with student discipline has been a major problem, as head teachers have been in legal trouble because of unclear policy directions, ongoing reliance on physical punishment, and insufficient training in managing discipline (Ondieki, 2018). A different research discovered that common discipline issues in public high schools consist of skipping classes, disrespect towards teachers, and student conflicts, with inadequate teacher-student relationships and parental neglect being key factors contributing to indiscipline.

To address these challenges, it is essential to provide head teachers with effective leadership, training, and support to ensure a safe and supportive school environment. This can be achieved by developing alternative strategies for punishment, improving relationships between teachers and students, and promoting parental involvement in discipline management. Furthermore, schools should establish clear behavior policies and ensure consistent and fair implementation to promote good behavior and self-control among students. By addressing these challenges, schools can create a positive and productive learning environment that supports the academic and personal growth of all students.

Head teachers face challenges and issues in the performance of teacher evaluation. These challenges include the impact of evaluation results on teacher motivation and the need for careful feedback delivery. There are concerns about the clarity and consistency of evaluation systems, evaluator training, and distinguishing between teacher quality and teaching quality. Additionally, the use of student evaluations as the sole method of assessing teachers is problematic due to biases and construct-irrelevant factors. The design of written evaluation tools also presents difficulties for head teachers, highlighting the need for improvement in methodological work and teaching performance.

Teacher performance evaluation is an important tool for assessing the effectiveness of teachers and improving student learning. The evaluation process can be carried out by school heads, evaluators, and students. The evaluation process should be fair and objective, and evaluators should possess the proper skills and competencies. Utilizing various data sources like classroom walkthroughs, portfolios, self-assessments, peer appraisal, and head

teachers' evaluations can offer a more comprehensive perspective on teacher performance. The focus of evaluation should be on providing personalized evaluative feedback to teachers, rather than just using it as an input to selective dismissal decisions.

Previous studies have consistently emphasized the role of robust collegial relationships in enhancing school improvement and overall success. High levels of collegiality among staff are characteristic of effective schools, and strong, healthy relationships among teaching personnel are vital for institutional efficacy (Arnold, 2014). However, promoting collegiality can prove difficult for head teachers. The transition from bureaucratic to market-oriented governance of teachers' work, along with the participation of diverse stakeholders from various cultural and social backgrounds, can hinder the comprehension and execution of collegiality (Samuelsson, 2018). Despite these challenges, the significance and benefits of collegiality in the workplace, especially within higher education institutions, have been acknowledged. Collegiality fosters camaraderie, cooperation, and collaborative environments among employees, resulting in favorable outcomes (Enaifoghe, 2022).

Moreover, Head teachers encounter different obstacles when monitoring the continuity of learning with restricted resources. Some of the challenges involve minimal teacher-student interaction and safety concerns during home visits, restrictions in assessment elements, inadequate budget distribution, variation in grading practices, validating student performance is complex, heavy workload, and limitations in classroom observations (Nebrida et al.). (Al., 2022) has stated this information. In spite of the obstacles, head teachers use methods like community partnerships, home visits, training, realigning funds, utilizing school resources, changing assessment criteria, delegating responsibilities, and scheduling video lesson observations to tackle these challenges. These approaches assist head teachers in overcoming resource limitations and ensuring efficient monitoring of teaching and learning.

Mbaabu (2014) conducted a study to investigate the difficulties encountered by primary school head teachers. The primary discovery indicated that head teachers encountered various interconnected obstacles due to a shortage of leadership skills, curriculum and instruction expertise, and ineffective management of human, physical, and financial resources, despite possessing suitable academic qualifications. As a result, a lack of cooperation among important individuals in the education sector led to negative school results, including student behavior and academic achievements in internal and national tests. The research suggested that the Kenyan government, via KEMI, should improve the training of head teachers and School Management Committee members in school leadership, with a specific focus on resource acquisition and management strategies.

Lastly, Kalane & Rambuda (2022) carried out research on the elements influencing the supervision of educational activities by heads of departments. The study found multiple reasons such as a lack of administrative and financial assistance, minimal parental engagement, inadequate academic progress of students, unfavorable working conditions, insufficient availability of educational resources, and absence of labs. Therefore, the research suggests that department heads be granted sufficient time to juggle their teaching and learning management duties with other responsibilities listed in the Personnel Administrative Measures (PAM). Furthermore, they need to be provided with training and support in order to assist teachers and students in enhancing the quality of education. It is also recommended that they share classroom difficulties with parents to allow for parental support. Effective departmental management is considered essential through collaborative partnerships between schools and parents. In addition, the Department of Basic Education must offer ongoing administrative and financial assistance to enhance the supervision of

education in elementary schools.

In summary, Head teachers face numerous challenges in effectively managing schools, which include both internal management issues and external pressures. New school leaders often struggle with balancing leadership responsibilities, managing staff, and dealing with the legacy left by previous leaders, compounded by a lack of mentorship and insufficient training. Many principals feel unprepared due to inadequate training and challenges in adapting from teaching to leadership roles. Achieving work-life balance is a significant issue, especially for female principals, as they must juggle professional duties and personal life. Poor infrastructure, large class sizes, student discipline issues, and limited resources further hinder effective school management. Principals also encounter resistance from staff, struggle with technological integration, and must navigate ethical challenges, such as corruption and nepotism. Additionally, maintaining academic performance is difficult in the face of declining student enrollment and limited funds. Other obstacles include managing school facilities, promoting collegiality among staff, and evaluating teachers effectively. Despite these challenges, head teachers use strategies like community partnerships, professional development, and collaboration with stakeholders to improve teaching and learning outcomes.

Management program preparation. Management program is the process of managing new process related activities, often with the purpose of improving an organization's performance. It also composed of interactive activities with enable the participant to gain broader management perspective through understanding of management competencies (Martin, 2024). Management program development is deemed necessary since the sophistication of the 21st century form new tasks, challenges and opportunities in the educational system. It is, for a fact, that globalization has led far-reaching positive and negative impacts on school managers and that these also have resulted in the advent and progression of a variety of remarkable and real-world educational leadership paradigm, and managerial practices. Thus, it requires school heads to be globally competitive, to be able to cope with increasingly difficult and complex challenges.

According to Strass (2015), the creation of management programs is a learning process plan that may involve job notation, college courses, and mentoring in order to equip staff members with the abilities needed to oversee an organization's daily operations. Employees can carry out the organization's strategies thanks to this method. Typically, managers are expected to possess specific talents, such as the ability to apply management theory and processes, solve interpersonal problems, solve financial and accounting issues, and demonstrate leadership and communication abilities. Relatively to this, Rasher (2016) highlighted that creating a management program involves a systematic program of the technical and methodological approaches in research development and implementation. In this sense, management development can help develop a new approach, indicate a possible direction for change, help some to acquire the skills needed to analyze the existing situation and develop appropriate plans for change and help some to acquire the skills needed to analyze the existing situation and develop appropriate plans for change and even to spark a few new approaches in research undertakings.

The planning and development process must be designed in clear and simple words and stakeholders should get the direction so that all their effort are focused on the attainment of a particular goal. Leinden (2016) asserts that the creation of management programs is a concerted attempt to inspire and assist managers in altering their behavior in a specified way through experience, training, education, and feedback. One of the main objectives of

management development is to raise managers' competencies by letting them know what is expected of them going forward and what they need to do to acquire and enhance the competencies required to complete their tasks. Furthermore, at least some elements of organizational growth as well as personal career development can be integrated into the creation of management programs. For the management development program to support managers in their work, it must be a viable and useful concept.

On the other hand, a management development program is an active system-wide training program that is crafted to enrich and strengthen leadership and management capabilities in the competencies mandated by the department. It is proven that any organization with skilled people meets its goals faster. As the lifeblood of the organization, people should be led and managed appropriately to produce the desired outcomes. The management program is a central part of the modern-day management of schools and forms the foundation of much of what is accomplished during course projects and activities. Additionally, a management program is a practical discipline that becomes effective when used on what is needed by the situation of the organization. It must be based on the needs assessment to really deliver what is needed by the school heads.

Great management of programs creates a vision for success and gets everyone on the same page of what's needed to stay on track for success. When programs are managed properly, there is a positive impact that resounds beyond the delivery of projects and activities. It is therefore important thing to manage a program to ensure that the goals of the program are closely aligned with the strategic goals of the school or any organization, without program management, a team can be like a ship without a rudder; moving but without direction; control or purpose. Good management of programs demonstrated phases where teams can assess the output for quality and applicability. Additionally, it emphasizes the need for program specific processes, based on an iterative life cycle and the management of multiple stakeholders and their expected benefits. It analysis the best organizational structures for managing program and provides tools and techniques to deal with complex, unplanned and change structured manner. It also develops knowledge of particular techniques required for managing programs as well as the competencies and skills required for program manager.

Lastly, Banayo, (2023) in his study aimed to determine the relationships between leadership practices and management behavior of school heads and their impact on the quality service and performance of teachers, which has implications for educational policymakers, school administrators, and leadership development programs. Understanding the crucial role of school heads in enhancing teacher performance can guide the development of effective leadership training programs and inform strategies for improving the overall quality of education. By adopting the best practices identified in this research, educational institutions can foster a culture of continuous improvement and provide quality of service to students through the professional growth and development of their teachers. Gonzales et al. (2022) found in their study of school leadership preparation programmes, that the strengthening of school and community partnerships, especially with parents, was a key factor in alerting school leaders (and, indeed, classroom practitioners), to the issues faced by their pupils in the home learning environment

In summary, management programs are designed to enhance organizational performance by developing leadership and management skills, particularly in educational settings. These programs are vital due to the evolving challenges in the 21st-century educational system, where globalization has introduced both opportunities and difficulties. Educational managers are expected to possess a range of skills, including leadership, financial management, and problem-solving abilities. Effective management programs

incorporate various methods such as training, mentoring, and education to equip leaders with the competencies required to manage daily operations and drive organizational success. Additionally, these programs help foster personal career development and support organizational growth. As schools face increasing complexity, developing effective management strategies that align with strategic goals is crucial. Research emphasizes that school heads need training in areas like finance, human resources, curriculum management, and general administration to effectively lead schools. The development of these programs ensures that leaders can navigate challenges, improve teacher performance, and enhance the overall educational environment.

Theoretical Framework

The theoretical insights of this research will partly derive from leadership theories that are relevant to the main problem. The Total Quality Management Theory by Edwards Deming and Skills Based Leadership Theory by Robert Katz were used to support this study.

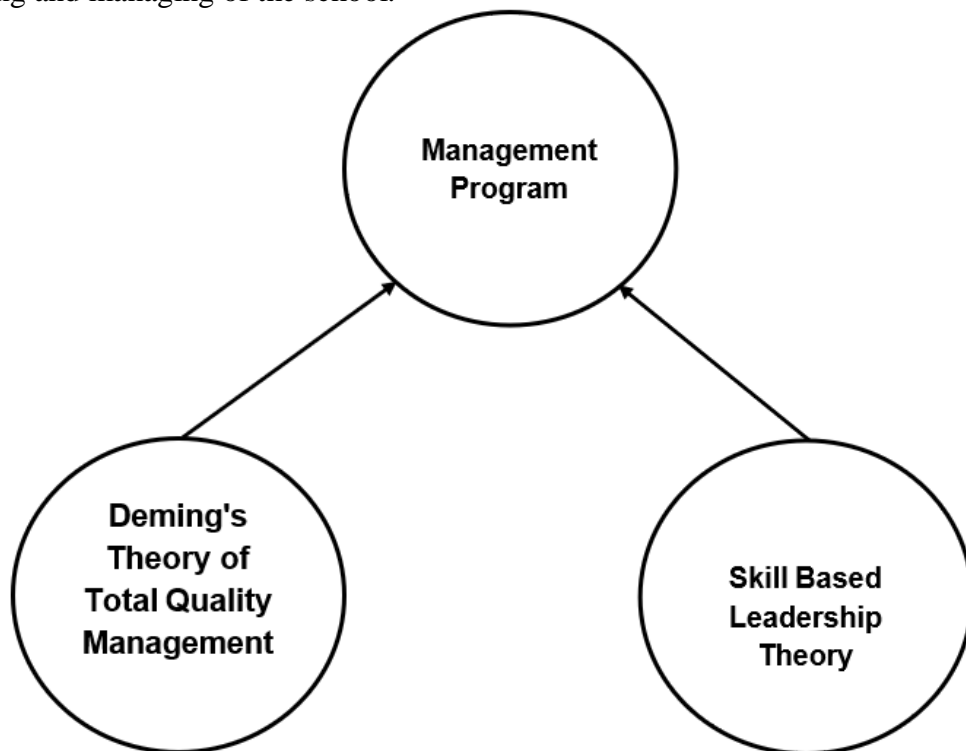
W. Edwards Deming developed Deming's Theory of Total Quality Management (TQM) as a comprehensive method for quality management. It focuses on constant improvement, prioritizing customers, and involving all organization members to achieve quality excellence. The theory promotes incorporating quality throughout the entire production process instead of just checking it at the end. It also stresses the importance of employee training, teamwork, and the continual push toward improvement. By implementing Deming's principles of Total Quality Management (TQM), school administrators can establish a culture of excellence, foster teacher empowerment, and promote ongoing improvement within the education system. This can ultimately result in improved academic results for students. Promoting a robust educational program and self-improvement for all stakeholders is key. School leaders ought to encourage and facilitate professional growth and continuous learning among teachers and staff.

In the Skills-Based Leadership Theory by Robert Katz, acquired knowledge and skills play a crucial role in the development of effective leaders. This theory outlines effective leadership through a collection of abilities rather than personal characteristics. The Skills-Based Leadership Theory allows aspiring leaders to acquire necessary skills by analyzing a leader's performance in relation to their skills. The theory emphasizes that specific abilities, knowledge, and skills necessary for leadership can be acquired or enhanced through learning. It assesses a leader's success by their achievements and demonstrates that effective leadership stems from specific character traits shared by great leaders. It also aids leaders in gaining a better understanding of their roles by enabling them to evaluate their current skills, identify areas for improvement, and determine the most beneficial skills for particular circumstances. This resulted in identifying the domains of managerial skills and labeling them as technical, human, and conceptual skills.

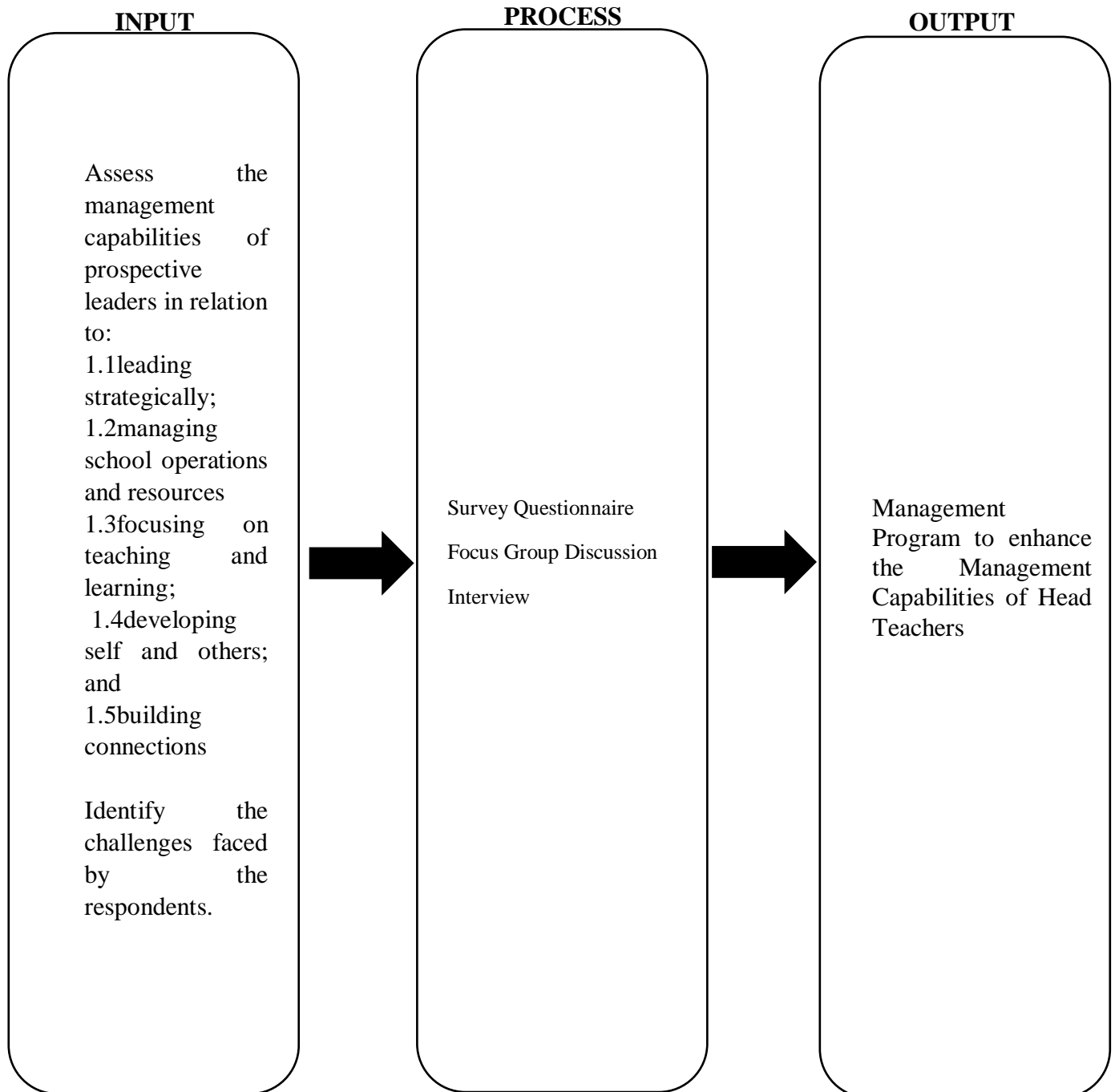
This approach is advantageous since it recognizes that anyone may become a leader and is skills-based. To acquire the required abilities, people merely need to locate pertinent resources and put in a lot of effort. This is encouraging news for individuals aspiring to become more effective leaders, even if they do not possess the characteristics proposed by other quality-based theories. A skills-based leadership theory also gives organizations a competency-based toolset to help them find, develop, and educate new leaders by evaluating each candidate's talents in the most important areas. The goal of this study is to examine the managing skills of potential school leaders, hence the notion of managerial

skills is pertinent. This study will apply the aforementioned notion to aspiring leaders who need a set of skills, knowledge, and abilities that can be learned and developed.

The concepts on total quality management theory and skill-based theory of leadership form part of the conceptualized theoretical framework. Applying the mentioned theories to this study, TQM provides a foundation for assessing the extent to which school heads demonstrate the leadership and management capabilities necessary to drive quality improvement in schools while skill based leadership theory applying this theory helps evaluate the specific skills and competencies school heads need to lead their schools effectively. Meanwhile, the application of these theories is substantial in this study because of the need to make the management program which should be considered useful guide for obtaining the development of leadership and managerial skills of the prospective leaders in leading and managing of the school.



Conceptual Framework



METHODOLOGY

Research Design

The study utilized a descriptive quantitative research design to determine the management capabilities of head teachers in secondary schools within the Division of Batangas.

Research Design

The study utilized a researcher-made questionnaire as the primary data gathering instrument, complemented by interviews and focus group discussions. The research utilized descriptive design to provide a comprehensive understanding of the current state of management capabilities among head teachers, which can be beneficial to future research, policy and practice.

Part I dealt with the respondents' assessment of their management capabilities. Followed by a questionnaire, which determined the challenges met by the respondents.

Construction. The instrument was developed based on the study's objectives, interviews, and relevant literature related to the management capabilities and skills of head teachers. The first draft of the questionnaire was presented to the adviser for feedback, which was then incorporated into the second draft. After several refinements, the questionnaire items were approved by the adviser. Multiple copies of the questionnaire were then prepared for validation by the panel members.

Validation. The researcher was advised to present the draft questionnaire to experts in the field for validation. A pilot test was also conducted in the Division of Lipa City to assess the reliability and acceptability of the questionnaire. This pilot test helped identify any potential issues that might arise during the actual distribution of the questionnaire. The reliability of the instrument was tested using the Cronbach Alpha Test, which yielded a result of 0.937, indicating a very high reliability coefficient. With the instrument validated, the adviser approved the final version for distribution to the respondents

Administration. The researcher sought permission to conduct the study by submitting a formal letter to the Schools Division Office of Batangas Province. Once permission was granted, the researcher personally approached district supervisors and school principals to request approval for administering the questionnaire. The survey was then distributed online via Google Forms to selected head teachers from the Division of Batangas Province. In compliance with the Data Privacy Act of 2012, the researcher informed the respondents that their information would be kept confidential.

Scoring of Responses. The questionnaire items were graded on a 4-point scale, with 1 representing the lowest score and 4 representing the highest. The following scale was used to assess the management capabilities and challenges encountered by the respondents

Interview. Informal interviews with head teachers were conducted to validate and enrich the responses from the questionnaires. These interviews took place after the retrieval of the completed questionnaires.

Focus Group Discussion. To gather additional insights, a focus group discussion was conducted with head teachers of public secondary schools. Focus group discussion agenda served as a guide for discussion with the selected six (6) head teachers, focusing on their perceptions regarding the development of a management program for enhancing management capabilities.

Data Gathering Procedures

To collect data, a formal request letter was written and addressed to the Schools Division Superintendent, seeking permission to conduct the study in various schools within the Division of Batangas Province. The letter was personally delivered to provide further clarification regarding the purpose of the study. Upon receiving approval from the Schools Division Superintendent, arrangements were made with the district supervisor of the concerned district for the distribution of the questionnaire. Once the respondents had completed the questionnaires, the researcher promptly retrieved the forms. The responses were then tallied, tabulated for statistical analysis, and interpreted based on the items outlined in the questionnaire. The researcher also conducted the informal interview and focus group discussion to gathered qualitative support and for the confirmation of the quantitative data.

Study Limitations and Ethical Considerations

The study was limited to head teachers only and focused on the aforementioned research variables, as well as the responses of the participants to the prepared and administered questionnaire. Participants were fully informed of what will be asked of them, how the data will be used, and what are the consequences there could be. They were provided with clear, active, signed consent to participate in the research, which included an understanding of their rights to access their information and the option to withdraw at any time. They were also informed that their individual questionnaire responses would remain private and would solely be used for research purposes. All of their information was kept confidential throughout the entire research process. All of their information were kept confidential throughout the entire research process.

RESULTS AND DISCUSSION

SOP 1. Assess the management capabilities of prospective leaders in relation to leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others; and building connections

1.1 Leading Strategically. The head teachers were capable to a very great extent in providing a clear and motivational mission that is anchored to DepEd mission and vision to achieve its goal. As a whole, the head teachers assessed their ability to lead strategically as being highly capable, rating their management skills in this area to a very great extent. This confirms Padmadisastra (2015) statement that strategic leaders should comprehensively understand their environment, including the latest technological developments and how they impact the company.

**Table 1
Management Capabilities in terms of Leading Strategically**

ITEMS	WM	VI
1. provides a clear and motivational mission that is anchored to DepEd mission and vision to achieve its goal	3.81	VGE

2. promotes a positive learning climate by communicating goals, establishing expectations and conducive learning environment	3.73	VGE
3. focuses on the positive climate which is believed to transform into an institutional success	3.69	VGE
4. implements policies that sustain school improvement	3.66	VGE
5. sustains a learning environment that motivates support	3.66	VGE
6. facilitates productive collaboration	3.64	VGE
7. enforces learners' discipline policies that are developed collaboratively with stakeholders	3.63	VGE
8. motivates the school community towards high educational standards	3.62	VGE
9. utilizes proactive and strategic thinking in the best interests of learners and the whole school community	3.57	VGE
10. implements programs that are consistent with the school's strategic vision	3.57	VGE
11. introduces new policies to enable teacher to perform their task with competence	3.56	VGE
12. conducts monitoring and evaluation mechanism as part of the decision- making process of the schools	3.55	VGE
13. establishes optimum partnership among stakeholders	3.48	ME
Composite Mean	3.63	VGE

1.2 Managing School Operations and Resources. Based on the assessment of the respondents, managing resources in accordance with the DepEd policies was revealed to a very great extent. In general, the respondents rated their management capabilities in terms of managing school operations and resources as being highly capable, to a very great extent. The management capability of school leaders includes effectively managing school operations and resources. This involves maintaining efficiency, effectiveness, and justice in carrying out duties to maximize organizational health (Beckers 2021).

Table 2

Management Capabilities in terms of Managing School Operations and Resources

ITEMS	WM	VI
1. manages resources in accordance with the DepEd policies	3.74	VGE
2. monitors those facilities and resources are always accessible, sufficient and in good working condition	3.59	VGE
3. creates an environment that supports continuous improvement leading to the achievement of the institution's goals	3.57	VGE
4. develops a school budget and ensures that the fund allocation and procurement are aligned with the SIP/AIP	3.55	VGE
5. utilizes school budget to ensure a conducive learning environment	3.55	VGE
6. provides inclusive learning environment	3.54	VGE
7. monitors the implementation of the resource allocation process within the school	3.52	VGE
8. employs technology to improve the efficiency of operations	3.51	VGE
9. evaluates the performance of the school in terms of its resource plan	3.50	VGE

10. oversees the recruitment process within the school	3.50	VGE
11. monitors the school expenditure	3.47	ME
Composite Mean	3.55	VGE

1.3 Focusing on Teaching and Learning. In the assessments of head teachers, they expressed capable to a very great extent in facilitating instructional supervision. As a whole, the composite mean revealed that the head teachers as being highly capable, with a very great extent in focusing on teaching and learning. As mentioned (Qiu, 2022) by leading strategically promotes a positive learning climate by effectively communicating goals, setting clear expectations, and fostering a conducive learning environment.

Table 3

Management Capabilities in terms of Focusing on Teaching and Learning

ITEMS	WM	VI
1. facilitates instructional supervision	3.87	VGE
2. ensures the effective delivery of high-quality teaching	3.82	VGE
3. practices equitable distribution of teaching loads	3.78	VGE
4. maintains an environment conducive for effective teaching-learning process	3.76	VGE
5. collaborates with fellow head teachers in sustaining teaching standards and pedagogies within and across learning areas	3.75	VGE
6. guides teachers in facilitating learning that is articulated in a coherent educational framework	3.71	VGE
7. provides appropriate teaching-learning resources to bring about improvement in the students' academic performance	3.70	VGE
8. develops measures to efficiently track students' academic progress	3.68	VGE
9. demonstrates best practices in teaching and learning	3.67	VGE
10. establishes assessment strategies in the teaching learning process	3.66	VGE
11. implements various classroom management strategies	3.60	VGE
12. utilizes validated feedbacks obtained from learners, parents and other stakeholders to help teachers improve their performance	3.57	VGE
13. supports a cultural shift employing more collaboration during the teaching learning process	3.55	VGE
Composite Mean	3.70	VGE

1.4 Developing Self and Others. The respondents rated themselves capable to a very great extent in fostering positive working relationships across the school and supportive environment for staff to realize full potential. As a whole, the composite mean revealed that the head teachers as highly capable, with a very great extent in developing self and others. As found out by the study of Kalane & Rambuda (2022)

they need to be provided with training and support in order to assist teachers and students in enhancing the quality of education. It is also recommended that they share classroom difficulties with parents to allow for parental support. Effective departmental management is considered essential through collaborative partnerships between schools and parents.

Table 4
Management Capabilities in terms of Developing Self and Others

ITEMS	WM	VI
1. fosters positive working relationships across the school and supportive environment for staff to realize full potential	3.82	VGE
2. promotes the personal and professional well-being and work-life balance of faculty and staff	3.78	VGE
3. cultivates leadership among teachers and staff for them to embrace their role in realizing the school vision and mission	3.77	VGE
4. creates opportunities for teachers to collaboratively share skills and experience	3.76	VGE
5. maintains open communication in order to develop staff members	3.74	VGE
6. initiates relationship building	3.72	VGE
7. conducts a mentoring program for new teaching staff	3.70	VGE
8. recognizes the significance of interpersonal relationship	3.69	VGE
9. creates a supportive environment that provides feedback	3.68	VGE
10.promotes a growth mindset amongst others by creating a low risk/high challenge environment for continues improvement	3.64	VGE
11.leads and supports the creation of a culture that sets high expectations for all establishes employees	3.61	VGE
12.establishes a reward mechanism to recognize teachers' Competence	3.57	VGE
Composite Mean	3.71	VGE

1.5 Building Connections. In the assessments of head teachers, they expressed capable to a very great extent in initiating activities that build meaningful relationships with all stakeholders. As a whole, the composite mean revealed that the head teachers as highly capable in building connections, with a very great extent in this area. This support the research findings by Gonzales et al. (2022) which found out in their study of school leadership preparation programs, that the strengthening of school and community partnerships, especially with parents, was a key factor in alerting school leaders and classroom practitioners to the issues faced by their pupils in the home learning environment.

Table 5
Management Capabilities in terms of Building Connections

ITEMS	WM	VI
1. initiates activities that build meaningful relationships with all stakeholders	3.65	VGE
2. communicates regularly the school accomplishments to stakeholders	3.63	VGE

3. establishes a platform that enables teachers to share resources	3.61	VGE
4. sustains optimum linkages that facilitates professional growth	3.59	VGE
5. strengthens referral mechanism for the welfare of the learners	3.53	VGE
6. creates a mutually beneficial system to achieve educational goals	3.53	VGE
7. fosters collaborative relationships with relevant educational institutions	3.51	VGE
8. initiates an open-door culture and shared commitment among stakeholders	3.43	ME
9. sustains strong connection with the school alumni	3.43	ME
10. coordinates with the prestigious universities for their extension program	3.20	ME
Composite Mean	3.51	VGE

SOP 2. Identify the challenges faced by the respondents.

The head teachers identified several significant challenges related to their leadership and management capabilities. Based on the assessment of the respondents, they strongly agreed that preserving high levels of discipline was the most prominent challenge they met. In general, the composite revealed strong agreement to the challenges met by the respondents. Ontong (2022) discovered that the school climate was affected by the surrounding school culture. and school heads' transformational leadership and emotional intelligence. Implications of the findings include the need for principals and or school heads to review their approaches, programs, and projects that are directed towards the development of the desired learning environment that promotes and supports academic growth of both teachers and students. By doing these things, challenges may be prevented.

Challenges Met by Respondents

Items	WM	VI
1. preserves high levels of discipline	3.77	SA
2. improves and maintains high academic performance	3.73	SA
3. demonstrates work-life balance	3.72	SA
4. manifest heightened responsibility	3.71	SA
5. sustains a conducive physical learning environment	3.71	SA
6. facilitates evaluation of faculty performance	3.70	SA
7. builds strong partnerships with other stakeholders	3.67	SA
8. resolves existing systemic inequities	3.66	SA
9. monitors learning continuity with limited resources	3.65	SA
10. keeps abreast with recent technological advancement	3.64	SA
11. manages people and resources	3.62	SA
12. promotes collegiality among staff members	3.56	SA
Composite Mean	3.68	SA

SUMMARY

The study aimed to assess the management capabilities of head teachers in secondary schools within the Division of Batangas, with the ultimate goal of proposing a management program to enhance their effectiveness. Utilizing a descriptive research design, data were gathered through a researcher-made questionnaire, supported by focus group discussions (FGD) and interviews. A total of 152 head teachers from public secondary schools in Batangas Province participated in the study. Data were analyzed using statistical tools such as the weighted mean and Pearson r correlation.

Results revealed that head teachers rated themselves as highly capable in all areas assessed. They demonstrated strong competence in leading strategically by aligning their school goals with the Department of Education's mission and vision. They also showed proficiency in managing school operations and resources, adhering to DepEd policies efficiently. In terms of focusing on teaching and learning, head teachers reported being very capable, particularly in conducting instructional supervision. Similarly, they rated themselves highly in developing self and others by fostering positive working relationships and supporting staff development. Additionally, they excelled in building connections, effectively engaging with stakeholders such as parents and community members to support school initiatives.

Despite their strengths, the study identified challenges, particularly in maintaining high levels of discipline while balancing leadership and management responsibilities. In relation to this, in the research conducted by Castañeros et.al (2023), it was found that newly appointed school principals encounter challenges such as supervising staff, balancing work and personal life, managing the school, and handling the previous leader's legacy. The recently promoted school principals addressed leadership obstacles by being open-minded, seeking support, relying on themselves, and managing their time effectively. To address this, a comprehensive Management Program was proposed, aimed at enhancing management skills through structured objectives, strategies, and measurable outcomes tailored to the evolving needs of school leaders.

CONCLUSIONS

The findings of the study reveal that head teachers in the Division of Batangas Province are highly skilled and proficient in managing school operations, resources, and personnel. They also excel in creating and sustaining a productive learning environment. Despite these strengths, the respondents experience challenges in balancing their management responsibilities, particularly in maintaining high levels of discipline among students and staff. To address these challenges and further enhance their competencies, a comprehensive management program was developed. This program includes clearly defined projects, specific objectives, strategic approaches, and measurable outcomes aimed at strengthening the leadership and management capabilities of head teachers.

RECOMMENDATIONS

Based from the findings and conclusions of the study, the following recommendations are suggested:

Based on the findings and conclusions of the study, several recommendations are presented. The proposed management program may be reviewed, refined if necessary, and

adopted to support the continuous development of effective leadership competencies and management capabilities among head teachers, ultimately ensuring the delivery of high-quality public service. It is also recommended that head teachers maintain and further enhance their skills through ongoing professional development. This may include participating in workshops, seminars, and specialized training sessions that focus on advanced leadership and school management strategies. Lastly, future researchers are encouraged to conduct studies related to or expanding upon this current research. They may use the findings, methodology, and literature presented in this study as valuable reference material for their investigations.

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