Academic Leadership and Management Skills of Private School Administrators under New Normal Conditions

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Abstract —School leadership and management skills contribute to students' academic performance, which requires knowledge, preparation, technical training, and continued professional development to facilitate the interactive participation of teachers and students. It is an evolving and influential process that leads to achieving the desired purpose. This study determined the academic leadership and management skills of the eighty-seven (87) private sectarian school administrators under new normal conditions. The following are the leadership skills of private school administrators , namely: Assessment for Learning, Programs Development, Implementing programs for Instructional Improvement, and Supervision. Management skills include Managing School Operations, Fiscal Management, Technology in the Management Operations, Triage, Transition, and Transformation. Each part consists of ten (10) indicators for which the respondents shared their perspectives in the conduct of this study.

This study used the descriptive-correlational research method to assess the level of competence of private school administrators in terms of academic leadership and management capabilities. A survey instrument was developed and used to gather findings in the study. The instrument was designed to help the researcher create a profile dealing with questions on administrators' leadership and management skills. The instrument used was validated by a pool of five (5) experts in their field of specialization using the criteria developed and revised in 2020 by Meimban. The content validity of instrument results showed that the questionnaires designed are highly valid. The personal factors such as age, sex, civil status, highest educational attainment, length of service as an administrator, area of specialization, monthly income, and relevant seminars relative to academic leadership and management are categorized using the frequency count and percentage distribution.

Based on the analysis of the results, findings showed that the private school administrators are educationally prepared and had attended relevant training required for their positions as administrators in their area of specializations. In addition, the private sectarian school administrators are predominantly female, mature, and single. The following are the recommendations based on the findings of the study, namely: the private schools have to set a minimum requirement of at least Masteral Degree for the teachers to cope with the demands in the academe, sustain and maintain a high level of academic leadership and management skills, conduct benchmarking with other institutions to adopt ways and strategies for improvement, create a faculty development program that will include pieces of training and seminars, and pursue further studies to uplift the profile of the institution. Also, there is a need to conduct further studies on

academic leadership to include more variables in wider scopes using different data gathering instruments to cross-check the findings of the study.

Keywords — Leadership; Management; Triage; Transition; Transformation

I. Introduction

The advent of the COVID-19 pandemic created an unprecedented crisis with momentous challenges for schools, whether public or private schools, resulting in a rapid shift of online learning mode in most schools and universities. School leaders must maintain harmonious relationships with stakeholders and ensure quality online learning. The transitioning to digital learning is one example of the significant ambiguous and immediate crises caused by the pandemic that have affected educational institutions, students, programs, faculty, staff, and those who lead these institutions (Kruse et al., 2020).

School administrators play a crucial and indispensable role in this rapidly changing environment, especially amidst pandemics. School administrators are responsible for establishing a school-wide vision of commitment to high standards and the success of all students.

According to the National Council of Professors of Educational Administration (2007), leadership, management, and administration elements can create tension among school leaders. As a result, school leaders can experience difficulty in decision-making in terms of balancing between higher-order tasks to improve the performance of the staff, students, and school performance (leadership), routine maintenance of current operations (management), and lower-order duties (administration).

"Educational management is a trilogy of overlapping concepts, academic administration, and educational leadership. These three concepts are related but possess definitional differences depending on where the terms are applied (Lynch R.et al., 2020)." Lynch describes educational management as a concept that includes essential notions such as ethics, culture, and diversity in different educational systems. Educational management aims to effectively and efficiently create and maintain an environment within educational institutions that promote, supports, and sustains effective teaching and learning. To accomplish these goals, academic managers enlist and organize a society's available resources to attain educational goals through thoughtful, practical application of management principles. Educational management must adapt to global and local changes due to technological advancement that can influence teaching and learning through changes in curricular offerings in terms of methodology and evaluation practices. "Educational management as a discipline evolves to effectively meet the needs of educational systems contingent upon the challenges derived from technological, social, cultural, and economic changes sweeping the globe in the first decades of the 21st century that will determine the effectiveness and efficacy of management practices going forward. Effective and innovative change is the primary challenge facing educational management locally, regionally, and globally in the decades ahead."

Literature Review

Leadership and management are interchangeable, but they're not the same. Leadership requires traits that extend beyond management duties. Leaders and managers must manage the resources the school needs, but authentic leadership requires more. Leaders prioritize innovation above all else, whereas a manager inspires the staff to meet goals while following the company's policies. A leader may be more concerned with setting and achieving something for a greater purpose. When an employee has a radical new idea for how to tackle an issue, a leader is likely to encourage that person to pursue the idea.

In addition, leadership means influencing others' actions in achieving desired ends while managing efficiently and effectively current organizational arrangements. Hence, leadership and management need equal prominence if schools operate effectively and achieve their objectives. "Leading and managing are distinct but are both important. The challenge of modern organization requires the objective perspective of a manager as well as the flashes of vision and commitment wise leadership provides" (Bolman & Deal, 1997, p. xiii-xiv).

Macadatar (2020) states that Republic Act 9155, also known as the Governance of Basic Education Act provides that a school head, who has "the authority, responsibility and accountability for achieving higher learning outcomes, manages a school." His roles include leadership and management skills, performance evaluation of teachers, and enforcing rules of student discipline.

The school head needs diligence and adequate time in leading and managing an institution. According to Macadatar (2020), the subsequent are the leadership qualities and mindset of a school head, namely: visionary, learned, visible, transparent, provides technical assistance, and empowers people.

This instructional leadership, introduced by the Department of Education (2012) in collaboration with the Educational Development Project Implementing Task Force, is the basis of this study. It is one of the domains of the National Competency-Based Standards for School Heads. Instructional leadership covers four competency strands: "assessment for learning, developing programs, and adapting existing programs, implementing programs for instructional improvement, and supervision." Assessment for learning is a teaching approach that draws feedback to improve student performance and teaching methods. According to a study on Evaluating Instructional Leadership Practices of Elementary School Heads, "program development is employed to strategically set goals, maximize resources, and ultimately, make a responsive school-wide curriculum more sustainable, which involves a collaborative relationship between the teachers and also the learners. Implementing programs for instructional improvement is managing the introduction of curriculum initiatives in line with policies, working with teachers in curriculum review, enriching the curricular offerings based on local needs, managing the curriculum innovation and enrichment with the utilization of technology, and organizing teams to champion

instructional innovation programs toward curricular responsiveness. Instructional supervision includes preparing an instructional, supervisory plan, evaluating lesson plans, supervising classroom and learning management, providing timely, precise, and specific feedback in a collegial manner to teachers regarding performance, and providing technical assistance/expertise and instructional support to teachers (DepEd,2012)." https://www.academia.edu/43265396/Instructional-Leadership-Practices-of-School-Administrators-El-Salvador-City-Division.

As defined by Prinsloo and Slade (2004), educational triage balances the futility or impact of the intervention juxtaposed with the number of students requiring care, the scope of care needed, and the resources available for care/interventions. According to an article, "The Teacher and the Community" (https://www.coursehero, Ch.8), the school head leads the school and community in formulating the vision, mission, goals, and school improvement plan. The school head ensures that the resources needed are readily available and the persons to do the job are qualified and functional, so the program gets implemented on time (Prieto et al., 2019).

Leadership skills for the crisis should build trust in the leader, build self and collective efficacy, and allow leaders to make the right decision sometimes with little information (Berson and Avolio, 2004). Vera and Crossan (2004) argue that no leadership style is appropriate for all situations, and selecting the wrong style could lead to ineffective leadership.

In a crisis, a leader provides "stability, reassurance, confidence, and a sense of control" (Lussier & Achua, 2004). Hadley et al. (2011) argue that leaders in crises are under severe time pressure and lack time to acquire, secure, and process information effectively.

Reeves et al. (2010) suggest that although schools continue to be safe for students and staff, school leaders should work with community members and stakeholders to train staff members to handle a variety of contingencies. "Creating and strengthening relationships with community partners such as law enforcement, fire safety, and public health and mental health agencies is best facilitated when all speak the same preparedness language" (Reeves et al., 2010, p.82). Crisis management involves more than a multi-hazard plan created by school leadership. It requires coordination between civilian and government agencies responding to the crisis. Therefore, effective school drills involve from representatives of the various agencies, including police, fire, and local paramedics. Trump (2011) hypothesizes crisis preparedness is continuous and requires practicing key roles as outlined in the crisis management plan. Trump (2011) suggests that a school's crisis management plans are just documents written to satisfy a state or school board requirement and end up in a file cabinet or a bookshelf until a crisis happens. Staff development is key to crisis management and is diverse enough to ensure readiness for tragic events.

Further studies on Philippine school principals' leadership include perceptions on effective instruction (Sindhvad, 2009); various education agendas (Brooks & Sutherland, 2014); practices in areas of ethnoreligious conflict (Brooks & Brooks, 2018); and on teacher participation in

decision-making skills (Kuku & Taylor, 2002). At the lowest level of the educational bureaucracy, York-Barr and Duke (2004) define teacher leadership as the process by which teachers influence their colleagues, principals, and other members of school communities to improve teaching and learning practices to increase student learning and achievement.

"School leaders carry an enormous amount of duties and responsibilities. Financial management is one of the most important duties of a school leader. However, many school leaders struggle to embrace the scope of their duties and liabilities regarding accounting and finance. A recent study showed that most principals and administrators lacked financial literacy and basic bookkeeping knowledge. Poor financial management could spell disaster. Shukrina (2018) suggested that it is the responsibility of every school leader to understand the ins and outs of their school." (https://blog.youragora.com/financial-responsibilities-of-school-principals)

According to Buenvinida et al. (2021), "The Basic Education Learning Continuity Plan (BE-LCP), is a set of educational initiatives implemented by the Philippines' Department of Education (DepEd) through DepEd Order No. 12, series 2020, responds to COVID - 19's fundamental education challenges. The five leadership areas that school leaders must embody demonstrate the characteristics of a school leader in the twenty-first century. These include strategic leadership, overseeing school operations and finances, concentrating on teaching and learning, improving self and others, and building professional networks. Managing School Operations and Resources include six strands: records management, financial management, managing the school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation, resiliency, and emerging opportunities and challenges."

According to Valdez (2012), management must ensure that facilities and resources are always accessible, sufficient, and in good working order to help students and teachers perform better, allowing the school to achieve its mission of providing high-quality education. Another study by Akpabio in 2015 revealed that the physical environment is a significant determinant in attaining the school's objectives. Thus, the school managers should conduct a comprehensive needs assessment of facilities.

There is, therefore, a need to evaluate and assess the emerging academic leadership and management skills of private school administrators amid a pandemic, not only in public schools but also in private schools.

II.   Methodology

Research Method

This study utilized the descriptive–correlational research method to assess administrators' academic leadership and management skills. The survey instrument was used to gather information needed for the study.

The descriptive–correlational research method seeks to identify the variables and determine the relationships between the independent and dependent variables involved in this study. The research method used in this study describes a population, situation, or phenomenon accurately and systematically. It answers what, where, when, and how questions, not the why questions. Thus, this is the most appropriate method for determining the academic leadership and management skills of the 87 private sectarian school administrators randomly selected from the province of Pangasinan.

This study utilized the ex post facto One-Shot Case Study Design (Meimban and Meimban, 2021). Symbolically, the design is as follows:

$X O_1$,   where X   is the exposure to a treatment or condition,

O_1 is the observation or measurement made through the assessment using a   questionnaire.

Data Gathering Instruments

The researcher designed a survey instrument to gather profiles and perceptions of the administrators' leadership and management skills.

The survey instrument consists of two parts. The first part focused on the personal information of the respondents. The second part focused on the level of academic leadership and management skills in the following domains: assessment for learning, program development, program implementation of instructional improvement, and instructional supervision for leadership skills; managing school operation, fiscal management, use of technology in the operation management, triage, transition, and transformation for management skills.

 A pool of five (5) experts in their field of specialization validated the survey instrument. Likewise, the researcher conducted pilot testing of the instrument to determine its reliability.

Data Collection Procedures

Before the pilot testing of the survey instrument, the researcher sought the approval of the school heads of the private schools. After the school heads' approval, the researcher personally distributed and administered the questionnaires to the respondents of the said private school. The school heads coordinated with the school guidance counselors to retrieve the questionnaires.

Treatment of Data

The data collected were treated and analyzed using statistical tools. The profiles of the respondents were computed using the frequency and percentage distribution. The average weighted mean was used to assess the respondents' academic leadership and management skills.

The following limits of description was used to interpret the weighted mean.

Scale	Statistical Range	Descriptive Rating
5	4.50 – 5.00	Always
4	3.50 – 4.49	Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Seldom
1	1.00 – 1.49	Never

The significant difference between the academic leadership and management skills of the respondents was determined using the independent sample t-Test.

The significant relationship between the academic leadership and management skills of the respondents was determined using the One-Way Analysis of Variance (ANOVA).

III.   Results and Discussion

This part presents the analysis and interpretation of the findings of the study. This part of the study presented the significant survey results, analysis and interpretation of findings, and conclusions derived from such summary tables. In addition, the test of the hypothesis between the relevant variables of the study was also discussed thoroughly in this chapter to give a statistical perspective to the hypothesized difference between academic leadership and management skills of the respondents.

The data were presented based on the specific problems, consisting of three parts to facilitate the understanding of the study. The personal factors such as age, sex, civil status, educational attainment, years of administrative experience, nature of work, monthly income, and several training/seminars attended comprise the first part. In contrast, the academic leadership skills of private secondary school administrators in terms of Assessment for Learning, Developing Programs and Adapting Existing Programs, Implementing Programs for Instructional Improvement, and Instructional Supervision comprise the second part.

The third part deals with the management skills of private secondary school administrators in the following domains: Managing School Operations, Fiscal Management, Use of Technology in the Management Operations, Triage, Transition, and Transformation. An enhancement skills program on the levels of leadership and management skills of respondents is the output of the

study, which includes ways to improve the quality of education in the hands of competent and effective academic leaders.

Demographic Profile of School Administrators
N = 87

PROFILE	CATEGORY	FREQUENCY	PERCENTAGE
A. Age	25 – 30 y/o	9	10.34
	31 – 35 y/o	17	19.54
	36 – 40 y/o	19	21.84
	41 – 45 y/o	17	19.54
	46 – 50 y/o	9	10.34
	51 – 55 y/o	11	12.64
	56 – 60 y/o	5	5.75
		87	**100**
b. Sex	Male	16	18.39
	Female	71	81.61
		87	**100**
c. Civil Status	Single	51	41.38
	Married	36	58.62
		87	**100**
d. Educational Attainment	BS/AB	14	16.09
	BS/AB with MS/MA units	41	47.13
	MS/MA	10	11.49
	MS/MA with Doctorate Units	5	5.75
	Ph.D/Ed.D	7	8.05
	On-Going	10	11.49
		87	**100**
e. Years of Administrative Experience	1 – 3 years	21	24.14
	4 – 6 years	38	43.68
	7 – 9 years	16	18.39
	10 – 12 years	6	6.9
	13 – 15 years	1	1.15
	16 years	2	2.3
	more than 16 years	3	3.45
		87	**100**
f. Nature of Work	School Head	28	32.18
	Department Head	59	67.82
		87	**100**

g. Monthly Income	10,000 – 15,000	10	11.49
	16,000 – 20,000	40	45.98
	21,000 – 25,000	20	22.99
	26,000 – 30,000	15	17.24
	31,000 – 35,000	2	2.3
		87	**100**
h. Number of Pieces of Training Attended	3	1	1.15
	4	1	1.15
	5	11	12.64
	6	11	12.64
	7	17	19.54
	8	11	12.64
	9	3	3.45
	10	10	11.49
	11	1	1.15
	12	4	4.6
	14	4	4.6
	15	9	10.34
	16	2	2.3
	24	1	1.15
	25	1	1.15
Total		**87**	**100**

A. Age

The table above shows the seven (7) categories of the respondents regarding age. The table revealed that 25 -30 years old and 46-50 years old share the same number of respondents (f=9 or 10.34%). The table also revealed that 36-40 years old and 41-45 years old have f=19 (21.84%) and f=17 (19.54%), respectively. The results showed that seventeen (17) or 19.54 % belong to the age group of 31-35 years old, while eleven (11) or 12.64 % of the respondents belong to the 51-55 years old age group, and five (5) or 5.75 % of the respondents was in the age group of 56-60 years old.

Most respondents belong to the age group of 31-40 years old, while the age group of 51-55 has the least number of respondents. Based on the results, the private school administrators' populace is scattered in age groups, although the peak of the respondent's career life is 31- 45 years old. The administrators in this age group seemed to be active in the fields of the undertaking.

However, results also imply that the respondent's enthusiasm is already declining in the latter part of their employment.

B. Sex

As shown in the table, data revealed that the majority or 81 .61 % (f=71) of the private school administrators' population are female, while the minority or 18.39 % (f=16) of the population is male. Based on the result, more women are interested in the position than men. It was conclusive that women in private schools are doing well and possess leadership and management skills more than their male counterparts.

C. Civil Status

Data in the table revealed the private school administrator's profile in terms of civil status. The results showed that the majority or 58.62 % (f=51) of the private school administrators are single, while only 41.38 % (f=36) are married. Practically, results may imply that having a single life provides an individual the opportunity for career moves and advancement as they have more time to pursue relevant higher degrees such as Masters and Doctorate Degrees.

D. Educational Attainment

It is disclosed that the respondents possess the qualifications needed for their position. As shown in the table, most private school administrators opted to earn Master's or Doctorate units for their educational advancement, which is considered a requirement for their respective academic positions. Table 2 revealed that fourteen (14) or 16.09 % of the administrators did not pursue graduate studies. Forty-one (41) or 47.13 % are pursuing their Masters' degree, and ten (10) or 11.49 % have completed their Masters' degree. Five (5) or 5.75 % of administrators are pursuing Doctorate degrees, and seven (7) or 8.08 % have completed Doctor of Philosophy and Education degrees.

The result of this study is in unity with the statement of Arrieta et al. (2020) in his research "Ready or Not: The Experiences of Novice Academic Heads in School Leadership" that the decision to accept a leadership role will always require extensive reflection and personal examination. The power, authority, privileges, and benefits are attractive, but the duties and responsibilities make a person step back and think.

Based on the results, it can be generalized that having a Master's or Doctorate degree is not the only basis for the appointment of administrators. Several explanations can be intruded on

regarding this matter, like private ownership wherein owners of their family members are appointed administrators regardless of their educational background. The religious sector owned some private schools, mainly the Catholic Schools, wherein the appointment of the administrators does not rely primarily on their educational attainment but their on position in the congregation.

E. Years of Administrative Experience

The table showed that most private school administrators are new to their position; as, indicated in the results, twenty-one (21) or 24.14 % have 1-3 years of experience. It also showed thirty-eight (38) or 43.68 % have 4-6 years of experience, and sixteen (16) or 18.38 % have 7-9 years of experience as administrators. The results showed that few administrators had spent long years in the position. This result revealed that private school administrators who have stayed long years in their post are permanent. Employees are satisfied because they manage to stay in the institution.

As indicated in the results, there are six (6) or 6. 90 % who have spent 10-12 years in the position, one (1) or 1.15 % have 13 to 15 years of experience, and only two (2) or 2.30 % have spent sixteen (16) long years in the position. The result implies that as the administrators grow older, their enthusiasm to manage and lead the institution decreases. The result coincides with Arrieta et al. (2020), who stated that "private school teachers are transferring to public schools because of higher salaries and other benefits (Manila Bulletin, 2018). With this reality, tenured teachers in private schools decrease due to retirement and preference for a better opportunity in different educational institutions. Many new teachers are hired yearly, including those who have not taken the licensure examination for teachers. When few tenured teachers are left, the bench for leadership candidates becomes shallow."

F. Nature of Work

Results revealed that the majority or 67.82 % (f=59) of the administrators are department heads, while the remaining minority or 32.18 % (f-28) are school heads. These results support the generalization that most private schools have many department heads and only one or two school heads. The educational qualification and experience as an administrator and teacher warrant their position requirements.

G. Monthly Income

Results revealed the range of monthly income of the private school administrators. The results showed ten (10) or 11.49 % private school administrators are with monthly income of

10,000-15,000 pesos, forty (40) or 45.98 % are with monthly income of 16,000-20,000 pesos, twenty (20) or 22 % are with monthly income of 21,000-25,000 pesos, fifteen (15) or 17.24 % are with monthly income of 26,000-30,000 pesos, and two (2) or 2.30 % are with monthly income of 31,000-35,000 pesos. Based on the data, the monthly salary of private school administrators ranges from 10,000-35,000 pesos, which is lower than in public schools.

H. Number of Relevant Trainings Attended

Lastly, the profile of private school administrators in terms of the number of relevant pieces of training and seminars attended are shown. The table revealed different training and conferences attended by private school administrators. More specifically, there are four (4) respondents who attended three (3), four (4), eleven (11), and twenty-four (24) pieces of training and seminars, each with an equal percentage of 1.15 %. Three (3) respondents attended five (5), six (6), and eight (8) pieces of training and seminars, each with a percentage of 12.64 %. There are seventeen (17) or 19.64 % of private school administrators attended seven (7) pieces of training and seminars, three (3) or 3.45 % attended nine (9) conferences, ten (10) or 11.49 % attended (ten) 10 conferences, four (4) or 4.60 % attended twelve (12) conferences, nine (9) or 10.43 % attended fifteen (15) pieces of training and seminars, and two (2) or 2.30 % attended sixteen (16)pieces of training and seminars.

Results implied that not all private school administrators have equal opportunities to attend pieces of training and seminars due to some policies and regulations related to budget and resources implemented by private institutions.

Summary of Academic Leadership Skills of Private School Administrators

Academic Leadership Skills	Mean	Description
Assessment for Learning	4.48	Very High
Developing Programs and/or Adopting Existing Programs	4.30	Very High
Implementing Programs and Instructional Improvement	4.19	High
Instructional supervision	4.32	Very High
Overall Mean	4.32	Very High

Note: *The Academic Leadership Skills of Private Secondary School administrators were according to the following scale and description: 1.00-1.80 (Very Low); 1.81-2.60 (Low); 2.61-3.40 (Moderate); 3.41-4.20 (High); and 4.21-5.00 (Very High)*

Results revealed that the private school administrators generally have "Very High" academic leadership skills, as indicated in the means core value of 4.32. There was a high rating in implementing programs for instructional improvement, with an average mean of 4.19. The table also revealed a very high rating in the assessment of learning and instructional supervision with a weighted mean within the 4.21 – 5.00 scale.

These results and findings have resulted in various practical implications that the private school administrators are competent in areas that require effective instructional procedures and strategies. They also possess an excellent skill in creating the necessary culture, which fosters the effective use of assessment practices to improve teaching and learning and encourages the participation of various stakeholders in all programs implemented by the school.

The private school administrators also have the skills in addressing deficiencies and sustaining the successes of current programs in collaboration with the teachers, learners, and parents. They also possess skills in developing a culture of functional literacy, set school policies that represent the joint agreement of all employees to carry out the necessary tasks, and encourage the teachers to engage in continuous professional development.

The private school administrators also have "Very High" instructional supervision skills. In this regard, the respondents must encourage the teachers to maximize the use of technology in delivering instructions, urge teachers to work with one another and with the administration, empower teachers by assigning them to roles and responsibilities that optimize their professional capacity, and more than anything else, take the responsibility on establishing the vision and goals for technology learning paradigm in the school.

Lastly, the results on "High" academic leadership skills of private skills administrators in Implementing programs for Instructional Improvement might have seen some limitations as they cannot maximize their skills in the domain due to personal reasons.

Leaming (1998) defines academic leadership as "the skills to motivate others to take certain courses of action, to persuade others to do the prescribed tasks on time and in a particular way, and to gain the respect of others, especially those with one works and associates (p.29)."

Academic leadership is undoubtedly a central component in striving for excellence. The success of educational institutions depends on good leadership skills at all levels of the institution. It is the act of building a community of scholars to set direction and achieve a common purpose through the empowerment of faculty and staff.

Based on the findings of the study, the private school administrators have a "High" level of management skills in fiscal management, triage, transition, and transformation. However, the management skills of the private school administrators have not reached the standards needed. Limited fiscal management skills of private school administrators will also affect other management skills, except in school operation management, where the administrators are rated

"Very High" in formulating and monitoring school improvement plans. In the same manner, results showed that private school administrators maximize the use of technology in management operations to facilitate and promote a high-quality service among their various stakeholders and clients.

IV. Conclusion

The level of academic leadership and management skills of private school administrators are directly related to professional career development and advancement through engagement in pieces of training, seminars, workshops, and pursuing higher studies. Perhaps, this might be one of the institutional and regulatory requirements for private schools as a basis for promotion as well as salary raises.

The profile variables, namely age, sex, civil status, highest educational attainment, number of years of administrative experience, area of specialization, monthly income, and the number of leadership and management seminars attended, can influence private school administrators' leadership and management skills.

The level of competence of the respondents in leading the teachers was very high in all domains. The private school administrators also possess a high level of competence in managing school operations, monitoring students' achievements, and in designing and implementing a relevant and responsive curriculum that helps them provide quality service to the stakeholders.

The academic leadership and management skills of private school administrators complement each other. Thus, a school leader should also possess a high level of management skills. Aside from being good leaders, the private school administrators can be efficient managers and deal with matters that involve promoting the schools' goals and objectives.

The strong and significant correlations between academic leadership and management skills among private school administrators indicate a more significant influence of the other variables on each other. The respondents' academic leadership and management skills are essential to becoming effective and efficient administrators. The two variables are strongly related to each other. In other words, academic leadership skills significantly affect and influence management skills. Good leadership skills and effective management set a new direction and efficiently use resources to achieve it. Therefore, leadership and management skills are essential for the success of public or private schools.

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