

21st Century Management Skills Of School Heads Of Second Congressional District Of Division Of The Tarlac Province: Basis For A Management Training

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Abstract — This study used the descriptive correlation design to examine the profile of school heads, their 21st-century management skills, and the challenges they faced in implementing these skills effectively. Data were collected from 93 school heads, assessing their age, years of experience, and highest educational attainment. Additionally, their communication, interpersonal, motivational, problem-solving, and strategic skills were evaluated.

The results indicate that most school heads are in the mid-range of their careers, with varying years of experience and predominantly possessing earned doctoral units. Their management skills were generally rated as very good, with specific strengths in communication, interpersonal, motivational, problem-solving, and strategic skills.

In addition, the study found a significant relationship between the profile of the school heads and their management skills. Age, position, years of experience, and highest educational attainment significantly influenced their 21st-century management skills, with each aspect showing varying degrees of impact on specific skills. For instance, age was significantly related to communication, motivational, problem-solving, and strategic skills, while the position held influenced interpersonal, motivational, and strategic skills.

Despite the overall positive assessment of their skills, school heads face significant challenges. Major issues identified include adaptability to online platforms, valuing experience over potential, and lack of trust from other teachers. These problems hinder the effective application of their management skills and highlight areas for improvement.

Recommendations include targeted professional development to enhance adaptability to online platforms, fostering a culture that values potential alongside experience, and building trust among staff. Addressing these challenges can help school heads improve their management skills and better support their educational environments.

Keywords — **21st century, management skills, management training, professional development**

I. Introduction

A 21st century learner needs a 21st century teacher; a 21st century teacher needs a 21st century leader. The 21st-century leaders need strong leadership skills to effectively lead schools. They must use and implement 21st-century skills for long term change.

In education, the traditional management paradigm maintains an inward focus with the aim of cutting costs, upholding rules and division of labor. This paradigm is basically hierarchical in nature with emphasis on control, enforced standards, authoritarian with a disciplinarian approach to leadership and the consequence is mechanical orientation to structural designs, high level specialization and rigid departmentalization (Kreitner, 2022).

The traditional management approach aims at increasing the productivity and improvement in the resource utilization in a static and stable technological environment and remained stable despite the its exposure to the ever-changing globalization and technological evolution (Khalil, 2020) while Chapman (2021) management plays a critical role and implies provision and maintenance of order and establishing procedures necessary in running an organization.

However, the 21st century has ushered in a new revolution in education leadership structures which have become the occasion of less hierarchical, more flattened and more fluid organizations (Ayiro & Sang, 2020). According to Foster (2013), the impact of leadership in education must transcend the immediate institutional society and rightly so, since education is an asset and instrument of the society. Foster added that accountability in education system strengthens the view to set pace and targets for education. (Foster, 2013).

In the context of the 21st century society, education management must strive for results-based management by means of performance contracting, target setting, open appraisal, strategic development planning and action research. It is desirable, therefore, that education should adopt transformational leadership as a way of enabling managers to respond to demands for reforms and attain desired learning outcomes (Leithwood, et al., 2013).

A paradigm shift has emerged creating the need for strategic focusing and visioning with a sense of adaptability and flexibility and a manager in 21st century will inevitably need was a leader who can keep the high-level goal in sight while at the same time able to track day to day business activities (Marshall, 2013). Such a leader will need to appreciate the needs of the publics and empathize with the stakeholders.

This style of leadership will call the top-down hard-nosed direction in preference to flexibility and empathy. This means that the 21st century individual leaders were expected to revolve around teamwork, communication, collaboration and learning with the aim of value creation, quality, responsiveness, innovation and integration. This is because the 21st century education manager is not only expected to manage the institution but to also provide leadership, thus, they were expected to be team players, mentors, facilitators, visionaries and entrepreneurs who can stimulate creativity, innovation and promote learning (Longenecker & Ariss, 2022).

It is in this regard, the researcher aimed to assess the 21st century management skills of school heads of Gerona North District, Division of Tarlac Province for the school year 2023-2024 as basis for a management training to enhance their 21st century management skills.

Statement of the Problem

This study assessed the 21st century management skills of school heads of the Second Congressional District of the Division of Tarlac Province for the school year 2023-2024 as the basis for a management training to enhance their 21st century management skills.

Specifically, it answered the following questions:

1. What is the profile of the school heads in terms of:
 - 1.1. age;
 - 1.2. number of years as school head; and
 - 1.3. highest educational attainment?
2. How may the 21st century management skills of school heads in terms of:
 - 2.1. communication skills;
 - 2.2. interpersonal skills;
 - 2.3. motivational skills;
 - 2.4. problem solving skills; and
 - 2.5. strategic skills?
3. Is there a significant relationship between the profile of the school heads and their level 21st century management skills?
4. What problems do the school heads experience in regard to their 21st century management skills?
5. What management training for school heads can be proposed to enhance their 21st century management skills?

Hypothesis

The hypothesis of the study was tested at 0.05 level of significance.

There is no significant relationship between the profile of the school heads and their level 21st century management skills.

II. Methodology

The study used the descriptive correlation design in assessing the 21st century management skills of school heads of Second Congressional District of Division of Tarlac Province for the school year 2023-2024 as basis for a management training to enhance their 21st century management skills

The descriptive part presented the profile of the school heads in terms of age, number of years as school head, and highest educational attainment; look for how 21st century management skills of school heads in terms of communication skills, interpersonal skills, motivational skills, problem solving skills, and strategic skills; and determine the problems do the school heads experience in regard to their 21st century management skills. The correlational part tested the correlation between the profile of the school heads and their level 21st century management skills.

The sources of data of this study were the school heads in Second Congressional District of Division of Tarlac Province during the school year 2023-2024. A total of 93 school heads were taken to answer the questionnaire prepared by the researcher. Simple random sampling to total enumeration was utilized to gather the needed data for this study.

The instrument used in this study is a researcher-made questionnaire checklist for the profile of respondents. Part I focused on describing the profile of the school heads. Part II described 21st century management skills of school heads; Part dealt with problems do the school heads experience in regard to their 21st century management skills.

The questionnaire was prepared based on the researcher's readings, previous studies, professional literature, and published and unpublished thesis relevant to the study. In the preparation of the instrument, the requirements in designing good data collection instrument was considered. For instance, statement describing the situations or issues pertaining was toned down to accommodate the knowledge preparedness of the respondents.

In the analysis of the data, the researcher use the percentage, frequency, weighted mean and chi square to test the relationship between the profile of the school heads and their level 21st century management skills,

For ethical considerations, the identities of the respondents were not revealed and their scores in this study did not affect their performance ratings. Privacy and anonymity of the respondents is of paramount importance. Furthermore, no school fund was utilized in the gathering of data nor should any fee be collected from the respondents.

III. Results and Discussion

1. Profile of the School Head

Results

Table 1 Age of the Respondents

Age	f	%
61-64 years	1	1
56-60 years	5	5
51-55 years	8	9
46-50 years	13	14
41-45 years	17	18
36-40 years	23	25
31-35 years	20	21
26-30 years	5	5
less than 25 years	2	2
Total	93	100

The table shows that majority of school heads are aged between 31-40 years (46%) and school head with aged 61- 64 (1%).

1.2 Number of Years as School Head

Table 1.2 Number of Years as School Head

Number of Years as School Head	f	%
20 years and over	5	5
15-19 years	12	13
10-14 years	17	18
5-9 years	24	26
less than 5 years	35	38
Total	93	100

A significant proportion of school heads, comprising 38% of the total sample, have served in their positions for less than five years. Moreover, nearly a quarter of the school heads (26%) have been in their roles for 5 to 9 years, with only a small percentage (5%) having served for 20 years or more

1.3 Highest Educational Attainment

Table 1.3 Highest Educational Attainment

N=93

Highest Educational Attainment	f	%
Doctoral degree	2	2
Earned doctoral units	73	79
Master's degree	12	13
Earned masteral units	6	6
Total	93	100

The majority of school heads in the sample possess advanced educational credentials, with a significant portion having earned doctoral units (79%). Additionally, while a smaller proportion of school heads hold doctoral degrees (2%), it is noteworthy that even a limited number of individuals have attained the highest academic qualification in their field. Moreover, the data reveal that a considerable number of school heads have obtained master's degrees (13%), indicating a prevalent trend of pursuing postgraduate education to enhance leadership skills and professional competencies. Similarly, a minority of school heads have earned masteral units (6%), reflecting a commitment to advancing their knowledge and skills through academic coursework and graduate-level studies.

2. 21st Century Management Skills of School Heads

2.1 Communication Skills

Table 2.1 Communication Skills

Statement	Mean	Description
Leaders encourage two-way communication, creating an inclusive and collaborative atmosphere.	4.66	Excellent
School leaders skillfully navigate difficult conversations, fostering a positive school environment.	3.8	Very Good
School heads demonstrate effective verbal communication with staff, students, and parents.	3.79	Very Good
School heads actively listen to concerns and feedback from various stakeholders.	3.66	Very Good
Regular communication updates ensure everyone is informed about school activities and policies.	3.64	Very Good
Written communication from school leaders is clear, concise, and easily understood.	3.33	Good
They use technology platforms for communication, staying current with modern tools.	3.3	Good
School heads adapt communication styles to suit diverse audiences and situations.	2.85	Good

School heads prioritize open and transparent communication to build trust.	2.78	Good
Effective non-verbal communication, such as body language, enhances their leadership presence.	2.76	Good
Total	3.46	Very Good

Table shows that communication skills were rated very good overall (mean=3.46), with strengths in encouraging two-way communication and navigating difficult conversations. Interpersonal skills were also rated very good (mean=3.43), excelling in building trust and navigating conflicts. Motivational skills were strong (mean=3.46), particularly in setting high expectations and recognizing achievements. Problem-solving skills were very good (mean=3.55), with leaders excelling in root cause analysis and proactive problem-solving. Strategic skills were rated very good (mean=3.46), particularly in developing and communicating clear visions and analyzing trends.

2.2 Interpersonal Skills

Table 2.2 Interpersonal Skills

Statement	Mean	Description
Leaders prioritize building trust, creating a foundation for successful interpersonal relationships within the school community.	4.84	Excellent
School leaders navigate conflicts diplomatically, promoting a harmonious work and learning environment.	4.41	Excellent
School heads inspire and motivate others through effective communication and interpersonal interactions.	4.33	Excellent
School heads demonstrate approachability, making themselves available for discussions and feedback.	4.3	Excellent
They cultivate a supportive atmosphere by recognizing and valuing the contributions of each team member.	3.71	Very Good
Effective collaboration and teamwork are prioritized by school heads, encouraging a sense of unity.	2.71	Good
Leaders actively seek input from stakeholders, fostering a sense of inclusion and shared decision-making.	2.64	Good
School heads exhibit strong interpersonal skills, fostering positive relationships within the school community.	2.59	Fair
They skillfully manage diverse personalities, promoting a culture of respect and cooperation.	2.38	Fair
They engage empathetically with staff, students, and parents, demonstrating a genuine understanding of their concerns.	2.35	Fair
Total	3.43	Very Good

The results shows that school heads excel in prioritizing trust-building, with a mean score of 4.84, denoting an "excellent" level of proficiency. Moreover, the table highlights school leaders'

adeptness in navigating conflicts diplomatically, as evidenced by a mean score of 4.41, indicating an "excellent" level of skill. Additionally, the data suggest that school heads excel in inspiring and motivating others, with a mean score of 4.33, signifying an "excellent" level of proficiency. Furthermore, the table underscores school leaders' approachability and availability for discussions and feedback, with a mean score of 4.3, denoting an "excellent" level of practice.

2.3 Motivational Skills

Table 2.3 Motivational Skills

Statement	Mean	Description
They set high expectations and provide the support needed for staff and students to meet those standards.	4.66	Excellent
They recognize and celebrate individual and team achievements, fostering a positive environment.	4.61	Excellent
School heads inspire and motivate staff through clear vision and goals.	4.37	Excellent
Leaders use varied motivational approaches tailored to the needs and preferences of individuals.	4.37	Excellent
Leaders instill a sense of purpose and enthusiasm, creating a motivated school community.	3.78	Very Good
School heads encourage a growth mindset, promoting resilience and a commitment to improvement.	2.9	Good
Motivational strategies include providing professional development opportunities for continuous growth.	2.54	Fair
School leaders effectively communicate the importance of each person's role in achieving collective success.	2.51	Fair
Recognizing and acknowledging effort, school heads cultivate a culture of appreciation.	2.45	Fair
School heads lead by example, embodying the values and dedication they wish to instill in others.	2.4	Fair
Total	3.46	Very Good

According to the table school heads excel in setting high expectations and providing necessary support to meet those standards, as indicated by a mean score of 4.66, denoting an "excellent" level of proficiency. Furthermore, the table highlights school leaders' effectiveness in recognizing and celebrating individual and team achievements, with a mean score of 4.61, signifying an "excellent" level of practice. Moreover, the data suggest that school heads inspire and motivate staff through clear vision and goals, with a mean score of 4.37, denoting an "excellent" level of proficiency. Finally, the table indicates that school leaders use varied motivational approaches tailored to the needs and preferences of individuals, with a mean score of 4.37, also denoting an "excellent" level of practice.

2.4 Problem Solving Skills

Table 2.4 Problem Solving Skills

Statement	Mean	Description
School leaders engage in root cause analysis to address underlying issues rather than surface symptoms.	4.71	Excellent
Leaders prioritize critical thinking, enabling them to make well-informed decisions under pressure.	4.61	Excellent
School leaders encourage a collaborative problem-solving culture, valuing input from diverse perspectives.	4.51	Excellent
Proactive in addressing issues, school heads anticipate potential challenges and implement preventive measures.	4.45	Excellent
Leaders implement timely and decisive actions to resolve emerging challenges.	3.55	Very Good
Continuous improvement is emphasized, with school heads fostering a problem-solving mindset among staff.	3.52	Very Good
School heads adeptly identify challenges and analyze complex situations for effective problem-solving.	2.7	Good
They approach issues with a systematic and strategic mindset to find sustainable solutions.	2.6	Good
School heads utilize data-driven approaches to diagnose and resolve academic and administrative issues.	2.47	Fair
They demonstrate flexibility in adapting problem-solving strategies to varying circumstances.	2.33	Fair
Total	3.55	Very Good

According to the table, school heads demonstrate exemplary problem-solving skills, particularly in engaging in root cause analysis to address underlying issues, as indicated by a mean score of 4.71, denoting an "excellent" level of proficiency. Furthermore, the table highlights the prioritization of critical thinking among school leaders, enabling them to make well-informed decisions under pressure, with a mean score of 4.61, also denoting an "excellent" level of practice. Moreover, the data indicate that school leaders foster a collaborative problem-solving culture, valuing input from diverse perspectives, with a mean score of 4.51, signifying an "excellent" level of proficiency. Finally, the table suggests that school heads are proactive in addressing issues, anticipate potential challenges, and implement preventive measures, with a mean score of 4.45, denoting an "excellent" level of practice. Proactive problem-solving helps school heads to mitigate risks, minimize disruptions, and maintain a positive and productive school environment.

2.5 Strategic Skills

Table 2.5 Strategic Skills

Statement	Mean	Description
School leaders develop and communicate a clear vision that guides the strategic direction of the school.	4.72	Excellent
They analyze trends and anticipate future challenges to make informed strategic decisions.	4.31	Excellent
They assess the impact of strategic decisions on the overall well-being of the school community.	4.31	Excellent
Leaders strategically integrate technology to enhance teaching, learning, and administrative processes.	3.79	Very Good
Leaders effectively allocate resources, optimizing budgets to support educational priorities.	3.77	Very Good
School heads demonstrate strategic planning in aligning educational objectives with long-term goals.	3.58	Very Good
School heads prioritize initiatives that enhance the school's reputation and competitiveness.	2.61	Good
School heads consistently review and adjust strategic plans, ensuring they remain relevant and effective.	2.61	Good
They foster collaboration among stakeholders to implement and achieve strategic initiatives.	2.51	Fair
Strategic thinking enables school heads to adapt to evolving educational landscapes and technologies.	2.34	Fair
Total	3.46	Very Good

School heads exhibit exemplary strategic skills, particularly in developing and communicating a clear vision that guides the strategic direction of the school, as indicated by a mean score of 4.72, denoting an "excellent" level of proficiency. In addition, the table highlights the ability of school leaders to analyze trends and anticipate future challenges to make informed strategic decisions, with a mean score of 4.31, also denoting an "excellent" level of practice. Moreover, the data suggest that school leaders strategically integrate technology to enhance teaching, learning, and administrative processes, with a mean score of 3.79, signifying a "very good" level of proficiency. Finally, the table indicates that school heads effectively allocate resources, optimize budgets to support educational priorities, and align educational objectives with long-term goals, with mean scores of 3.77 and 3.58, respectively, both denoting a "very good" level of practice.

3. Significant Relationship Between the Profile of the School Heads and their Level 21st Century Management Skills

Table 3 Significant Relationship Between the Profile of the School Heads and their Level 21st Century Management Skills

Profile of the School Heads		Level 21 st Century Management Skills				
		Communication Skills	Interpersonal Skills	Motivational Skills	Problem-Solving Skills	Strategic Skills
Age	Pearson r	0.504	0.245	0.766	0.883	0.633
	Value	0.004	0.191	0.000	0.000	0.000
	Interpretation	Sig.	Not Sig.	Sig.	Sig.	Sig.
Position	Pearson r	0.06	0.847	0.936	0.255	0.747
	Value	0.753	0.000	0.000	0.173	0.000
	Interpretation	Not Sig.	Sig.	Sig.	Not Sig.	Sig.
Number of Years as School Head	Pearson r	0.681	0.315	0.247	0.089	0.477
	Value	0.000	0.089	0.187	0.640	0.007
	Interpretation	Sig.	Not Sig.	Not Sig.	Not Sig.	Sig.
Highest Educational Attainment	Pearson r	0.596	0.693	0.377	0.628	0.622
	Value	0.000	0.000	0.039	0.000	0.000
	Interpretation	Sig.	Sig.	Sig.	Sig.	Sig.
Total	Pearson r	0.94	0.624	0.676	0.944	0.585
	Value	0.000	0.000	0.000	0.000	0.001
	Interpretation	Sig.	Sig.	Sig.	Sig.	Sig.

The study found out that age, position, number of years as a school head, and highest educational attainment are all significantly correlated with various dimensions of management skills among school heads in the Second Congressional District of the Division of Tarlac Province. These findings provide valuable insights for designing targeted management training programs tailored to the specific needs of school heads based on their profiles.

Regarding age, the analysis reveals significant correlations with communication skills (Pearson $r = 0.504$, $p = 0.004$), motivational skills (Pearson $r = 0.766$, $p = 0.000$), problem-solving skills (Pearson $r = 0.883$, $p = 0.000$), and strategic skills (Pearson $r = 0.633$, $p = 0.000$), indicating that older school heads tend to demonstrate higher levels of these management skills. However, there is no significant correlation between age and interpersonal skills (Pearson $r = 0.245$, $p = 0.191$).

In terms of position, there is a significant correlation with interpersonal skills (Pearson $r = 0.847$, $p = 0.000$), motivational skills (Pearson $r = 0.936$, $p = 0.000$), and strategic skills (Pearson $r = 0.747$, $p = 0.000$), suggesting that higher-ranking school heads exhibit higher levels of these skills. However, there is no significant correlation between position and communication skills (Pearson $r = 0.06$, $p = 0.753$) or problem-solving skills (Pearson $r = 0.255$, $p = 0.173$).

Regarding the number of years as a school head, there is a significant correlation with communication skills (Pearson $r = 0.681$, $p = 0.000$) and strategic skills (Pearson $r = 0.477$, $p =$

0.007), indicating that school heads with more experience tend to demonstrate higher proficiency in these areas. However, there is no significant correlation between the number of years as a school head and interpersonal skills (Pearson $r = 0.315$, $p = 0.089$), motivational skills (Pearson $r = 0.247$, $p = 0.187$), or problem-solving skills (Pearson $r = 0.089$, $p = 0.640$).

In terms of the highest educational attainment, there are significant correlations with all five dimensions of management skills: communication skills (Pearson $r = 0.596$, $p = 0.000$), interpersonal skills (Pearson $r = 0.693$, $p = 0.000$), motivational skills (Pearson $r = 0.377$, $p = 0.039$), problem-solving skills (Pearson $r = 0.628$, $p = 0.000$), and strategic skills (Pearson $r = 0.622$, $p = 0.000$). This suggests that school heads with higher educational qualifications tend to exhibit higher levels of 21st-century management skills.

The analysis indicates that age, position, number of years as a school head, and highest educational attainment are all significantly correlated with various dimensions of management skills among school heads in the Second Congressional District of the Division of Tarlac Province. These findings provide valuable insights for designing targeted management training programs tailored to the specific needs of school heads based on their profiles.

4. Problems do the School Heads Experience in Regard to their 21st Century

Management Skills

Table 4 Problems do the School Heads Experience in Regard to their 21st Century Management Skills

Statement	Mean	Description
Not being adaptable to online platforms	4.89	Very Much Serious
Valuing experience over potential	4.73	Very Much Serious
Not having consideration	4.56	Very Much Serious
Lack of trust from other teachers	4.37	Very Much Serious
Not having a vision for future goal	4.35	Very Much Serious
Failing to set clear expectations	3.32	Moderately Serious
Not being accountable	2.83	Moderately Serious
Being close-minded	2.47	Slightly Serious
Showing favoritism	2.39	Slightly Serious
Not providing feedback	2.31	Slightly Serious
Total	3.62	Serious

Major issues include adaptability to online platforms (mean=4.89), valuing experience over potential (mean=4.73), and lack of trust from other teachers (mean=4.37). Other problems include failing to set clear expectations (mean=3.32) and lack of accountability (mean=2.83).

5. Proposed Management Training for School Heads to Enhance their 21st Century Management Skills was formulated for the implementation

Training Module	Description	Objectives	Activities	Resources Required
Adapting to Online Platforms	Training on utilizing various online platforms for communication, collaboration, and management purposes.	- Develop proficiency in using online platforms for communication, collaboration, and management	- Interactive workshops on using online learning management tools	- Access to computers and internet
		- Understand the importance of digital literacy and adaptability in modern educational environments.	- Hands-on exercises to practice using online tools	
			- Case studies and best practices discussions	
Leadership Vision and Goals	Training on developing a clear vision and strategic goals aligned with 21st-century educational objectives.	- Develop a compelling vision for the school's future aligned with 21st-century educational objectives.	- Visioning exercises to articulate school's mission and goals	- Presentation materials and templates
		- Understand the role of strategic planning in achieving long-term success.	- Strategic planning sessions to set goals and objectives	- Access to educational resources and data
		- Foster buy-in and commitment among stakeholders to the school's vision and goals.	- Stakeholder engagement activities	
Effective Communication	Training on improving verbal, non-verbal, and written communication skills to foster collaboration and transparency within the school community.	- Enhance communication skills for effective leadership and collaboration	- Communication workshops focusing on verbal, non-verbal, and written communication	- Communication tools (e.g., email, video conferencing platforms)
		- Develop strategies for clear and transparent communication with staff, students, and parents.	- Role-playing exercises to practice difficult conversations and conflict resolution	- Presentation materials and handouts

		- Promote active listening and empathy among school leaders	- Communication exercises to enhance empathy and understanding	
Problem-Solving and Decision-Making Skills	Training on employing critical thinking and data-driven decision-making techniques to resolve issues and improve school operations.	- Develop problem-solving skills to address challenges effectively.	- Case studies and simulations to practice problem-solving and decision-making	- Access to data and analytical tools
				- Problem-solving frameworks and models
		- Enhance decision-making processes based on data and evidence	- Data analysis exercises to identify trends and patterns	
		- Foster a culture of continuous improvement within the school.	- Group discussions on identifying root causes and implementing solutions	
		- Develop strategies for anticipating and addressing future challenges.	- Brainstorming sessions for generating innovative solutions	

The proposed management training plan for school heads aims to address critical areas identified in the study regarding their 21st-century management skills. The first module focuses on adapting to online platforms, recognizing the growing importance of digital literacy and adaptability in modern educational settings. By providing hands-on training and interactive workshops, school heads can develop proficiency in using online tools for communication, collaboration, and management, essential skills in today's digital age. Access to computers and the internet is crucial for practical exercises and engagement with online learning platforms.

Leadership vision and goals form the core of the second module, emphasizing the significance of developing a clear vision aligned with 21st-century educational objectives. Through strategic planning sessions and stakeholder engagement activities, school heads will learn to articulate the school's mission and set achievable goals. Presentation materials, templates, and access to educational resources facilitate the planning process, ensuring alignment with long-term success.

Effective communication is essential for fostering collaboration and transparency within the school community, making it the focus of the third module. Training in verbal, non-verbal, and written communication skills equips school heads with the tools to communicate clearly and transparently with staff, students, and parents. Role-playing exercises and communication

workshops provide opportunities to practice difficult conversations and enhance empathy, fostering a culture of open communication.

Problem-solving and decision-making skills are honed in the fourth module, emphasizing critical thinking and data-driven approaches to resolve issues and improve school operations. Through case studies, data analysis exercises, and group discussions, school heads learn to identify root causes, anticipate challenges, and implement innovative solutions. Access to data and analytical tools enhances their ability to make informed decisions based on evidence.

The training plan focuses on strategic skills, enabling school heads to develop and communicate a clear vision, analyze trends, and allocate resources effectively. By fostering a culture of continuous improvement and collaboration, school heads can adapt to evolving educational landscapes and technologies, ensuring the school's competitiveness and long-term success. Through a comprehensive approach encompassing these five modules, school heads can enhance their 21st-century management skills and lead their institutions towards excellence in education.

Discussion

1. Profile of the Teacher

In terms of age, majority of school heads are aged between 31-40 years (46%), with 38% having less than 5 years of experience as a school head. Most hold earned doctoral units (79%). The largest proportion of school heads falls within the age range of 36 to 45 years, comprising approximately 43% of the total sample. This indicates that a significant portion of school leaders in the district are in the middle stage of their careers, likely possessing a blend of experience and enthusiasm that can positively impact their management skills. Interestingly, there is a relatively smaller representation of younger school heads, with only a combined total of 7% being under the age of 35. Conversely, the proportion of older school heads, aged 51 years and above, collectively constitutes around 15% of the sample. This distribution suggests that while there is a mix of experienced and relatively younger leaders, the majority of school heads in the district are within the middle age brackets.

In addition, in terms of number of years as school head, a significant proportion of school heads, comprising 38% of the total sample, have served in their positions for less than five years. This indicates a relatively high turnover rate or a recent influx of new leaders into the educational landscape of the district. These relatively inexperienced school heads may require targeted support and training to develop their management skills and navigate the complexities of educational leadership effectively. In addition, nearly a quarter of the school heads (26%) have been in their roles for 5 to 9 years, suggesting a moderately experienced cohort within the leadership pool. While these individuals may have garnered some familiarity with the responsibilities of school leadership over the years, they could still benefit from continuous professional development to refine their management skills and stay abreast of evolving educational trends and practices.

Furthermore, the study reveals a gradual decline in the proportion of school heads as the years of tenure increase. This pattern indicates that fewer individuals have remained in their leadership positions for extended periods, with only a small percentage (5%) having served for 20 years or more. This distribution underscores the dynamic nature of school leadership, characterized by turnover and transitions over time,

Finally, the majority of school heads in the sample possess advanced educational credentials, with a significant portion having earned doctoral units (79%). This indicates a strong commitment to professional development and academic advancement among educational leaders in the district. Pursuing doctoral studies or accumulating doctoral units suggests a dedication to scholarly inquiry and a desire to deepen one's expertise in educational leadership and management. Additionally, while a smaller proportion of school heads hold doctoral degrees (2%), it is noteworthy that even a limited number of individuals have attained the highest academic qualification in their field. This subgroup likely includes highly accomplished leaders who have demonstrated exceptional commitment to scholarly research and have made significant contributions to the field of education. Moreover, the study reveals that a considerable number of school heads have obtained master's degrees (13%), indicating a prevalent trend of pursuing postgraduate education to enhance leadership skills and professional competencies. Similarly, a minority of school heads have earned masteral units (6%), reflecting a commitment to advancing their knowledge and skills through academic coursework and graduate-level studies.

2. 21st Century Management Skills:

In terms of the Century Management Skills, results shows that school heads excel in encouraging two-way communication, with a denoting an "excellent" level of proficiency. This suggests that leaders actively engage in dialogue with staff, students, and parents, fostering inclusivity and collaboration within the school community. By promoting open communication channels, school heads create an environment where diverse perspectives are valued, and stakeholders feel empowered to contribute to decision-making processes. In addition, the adeptness of school leaders in navigating difficult conversations, indicating a "very good" level of skill. Effective conflict resolution and the ability to address challenging issues tactfully are essential components of leadership, contributing to a positive school climate and staff morale. Furthermore, data underscore the importance of effective verbal and written communication skills among school heads, indicating a "very good" and "good" level of proficiency. Clear and concise communication ensures that messages are accurately conveyed and understood by all stakeholders, facilitating alignment with organizational goals and objectives. Finally, the results suggests that school leaders prioritize active listening and regular communication updates, signifying a "very good" level of practice. By attentively listening to concerns and feedback from various stakeholders and providing timely communication updates, school heads demonstrate their commitment to transparency and accountability in leadership.

In *interpersonal skills*, the study found out that school heads excel in prioritizing trust-building, was rated as "excellent" level of proficiency. Trust is fundamental to effective leadership, and by establishing trust-based relationships, school heads create a conducive environment for collaboration, innovation, and growth. This underscores the importance of trust as a foundational element in fostering positive interpersonal dynamics within the school community. In addition, the school leaders' adeptness in navigating conflicts diplomatically, indicating an "excellent" level of skill. Conflict resolution is a critical aspect of leadership, and by handling conflicts with tact and diplomacy, school heads promote a harmonious work and learning environment, fostering cooperation and mutual respect among staff members. Furthermore, the school heads excel in inspiring and motivating others, signifying an "excellent" level of proficiency. Effective leadership involves motivating individuals to achieve common goals and aspirations, and by leveraging effective communication and interpersonal interactions, school heads inspire enthusiasm, commitment, and engagement among staff members. Finally, the school leaders' approachability and availability for discussions and feedback, denoting an "excellent" level of practice. Approachable leaders create an open-door policy that encourages transparency, communication, and collaboration, fostering a culture of trust and accessibility within the school community.

In *motivational skills*, the school heads excel in setting high expectations and providing necessary support to meet those standards, denoting an "excellent" level of proficiency. By establishing clear expectations and offering support, school heads create a challenging yet supportive environment that encourages staff and students to strive for excellence, fostering a culture of achievement and continuous improvement. Furthermore, the school leaders' effectiveness in recognizing and celebrating individual and team achievements, signifying an "excellent" level of practice. Acknowledging accomplishments fosters a positive and supportive environment, motivating individuals to perform at their best and reinforcing a culture of success and appreciation within the school community. Moreover, the school heads inspire and motivate staff through clear vision and goals, denoting an "excellent" level of proficiency. By articulating a compelling vision and goals, school heads provide direction and purpose, inspiring commitment, enthusiasm, and collective effort among staff members. Finally, the school leaders use varied motivational approaches tailored to the needs and preferences of individuals, also denoting an "excellent" level of practice. Recognizing that different individuals are motivated by different factors, school heads adapt their leadership style and strategies to effectively inspire and engage diverse members of the school community.

In *problem solving skills*, school heads demonstrate exemplary problem-solving skills, particularly in engaging in root cause analysis to address underlying issues, denoting an "excellent" level of proficiency. By delving into the root causes of problems rather than merely addressing surface symptoms, school heads ensure that solutions are effective, sustainable, and address the core issues at hand. In addition, the prioritization of critical thinking among school leaders, enabling them to make well-informed decisions under pressure also denoting an "excellent" level of practice. Critical thinking skills equip school heads with the ability to analyze situations,

evaluate options, and make informed judgments, even in challenging and high-stakes scenarios. Moreover, the school leaders foster a collaborative problem-solving culture, valuing input from diverse perspectives, signifying an "excellent" level of proficiency. By encouraging collaboration and soliciting input from stakeholders, school heads harness the collective intelligence and creativity of the school community, leading to innovative and effective solutions. Finally, the school heads are proactive in addressing issues, anticipate potential challenges, and implement preventive measures, denoting an "excellent" level of practice. Proactive problem-solving helps school heads to mitigate risks, minimize disruptions, and maintain a positive and productive school environment.

In *strategic skills*, School heads exhibit exemplary strategic skills, particularly in developing and communicating a clear vision that guides the strategic direction of the school denoting an "excellent" level of proficiency. A clear vision serves as a roadmap for the school's future endeavors, providing direction, purpose, and alignment to all stakeholders. In addition, the ability of school leaders to analyze trends and anticipate future challenges to make informed strategic decisions, denoting an "excellent" level of practice. By staying abreast of emerging trends and foreseeing potential challenges, school heads can proactively position their schools for success and adapt to changing circumstances effectively. Moreover, the school leaders strategically integrate technology to enhance teaching, learning, and administrative processes, signifying a "very good" level of proficiency. Strategic technology integration enables school heads to leverage digital tools and platforms to optimize educational outcomes, streamline administrative tasks, and foster innovation in teaching and learning practices. Finally, the school heads effectively allocate resources, optimize budgets to support educational priorities, and align educational objectives with long-term goals, both denoting a "very good" level of practice. Strategic resource allocation ensures that limited resources are allocated judiciously to areas that have the greatest impact on student learning and school improvement.

3. Significant Relationship Between Profile and Management Skills:

The study found that age, position, number of years as a school head, and highest educational attainment are all significantly correlated with various dimensions of management skills among school heads in the Second Congressional District of the Division of Tarlac Province. These findings provide valuable insights for designing targeted management training programs tailored to the specific needs of school heads based on their profiles.

4. Problems in 21st Century Management Skills:

Major issues include adaptability to online platforms (mean=4.89), valuing experience over potential (mean=4.73), and lack of trust from other teachers (mean=4.37). Other problems include failing to set clear expectations (mean=3.32) and lack of accountability (mean=2.83).

The most critical problem identified is "Not being adaptable to online platforms," indicating that stakeholders perceive this issue as very serious. In today's digital age, where technology plays a crucial role in education, school heads' inability to adapt to online platforms can hinder management and communication within the school community. It suggests a potential gap in digital literacy and proficiency among school leaders, highlighting the need for training and support in leveraging technology for management purposes. In addition "Valuing experience over potential" is another highly serious problem, which indicates that stakeholders perceive a bias towards seniority rather than recognizing and nurturing the potential of younger or less experienced educators. Such a mindset may hinder innovation and fresh perspectives within the school leadership, impacting the adaptation of modern management practices. The problem of "Not having consideration" is rated very seriously, suggests that stakeholders perceive school heads as lacking empathy and understanding towards the needs and concerns of teachers and other staff members. Management requires leaders to be considerate of others' perspectives and circumstances, fostering a supportive and inclusive work environment. Moreover, "Lack of trust from other teachers" is another significant concern and fundamental in any organizational setting, and when teachers lack trust in their school head's leadership abilities, it can lead to disengagement, conflicts, and decreased morale among staff members. Rebuilding trust requires transparent communication, consistent actions, and a commitment to addressing teachers' concerns. Furthermore, "Not having a vision for future goals" is also considered very serious, is another problem perceived by the school heads and are expected to provide a clear vision and direction for the school, outlining strategic goals and initiatives to drive continuous improvement. Without a compelling vision, the school may lack focus and fail to meet the evolving needs of students and the community. Finally, the remaining problems, such as "Failing to set clear expectations," "Not being accountable," "Being close-minded," "Showing favoritism," and "Not providing feedback," while rated as moderately or slightly serious, still warrant attention. These issues can undermine trust, morale, and effectiveness within the school leadership, highlighting areas for improvement in management practices and leadership skills.

IV. Conclusion

Based on the results, the following conclusions were deduced:

1. School heads possess strong 21st-century management skills, particularly in communication, interpersonal, motivational, problem-solving, and strategic areas.
2. Their profile, including age, position, years of experience, and educational attainment, significantly influences their management skills.
3. Significant challenges hinder the effective application of these skills, particularly in adapting to online platforms and building trust.

4. Addressing these challenges is crucial for enhancing the overall effectiveness of school heads.

V. Recommendations

Based on the conclusions, the following are recommended:

1. Implement targeted professional development programs to enhance school heads' adaptability to online platforms.
2. Foster a culture that values potential alongside experience to encourage innovation and growth.
3. Develop strategies to build trust among staff, promoting a more collaborative and supportive work environment.
4. Provide training on setting clear expectations and accountability to improve organizational clarity and performance.

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