

School Heads' Managerial Skills and Leadership Grid Styles: A Correlational Study Based on Teachers' Perceptions in Monreal National High School

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Abstract

This study examined teachers' perceptions of the school head's managerial skills and leadership grid profile at Monreal National High School and determined the relationship between these variables. Anchored on Katz's Three-Skill Approach, Blake and Mouton's Managerial Grid Theory, and Mintzberg's Managerial Roles Theory, the study employed a descriptive-quantitative research design using total enumeration of 55 teachers. Data were collected through a structured, expert-validated, and pilot-tested questionnaire assessing technical, human, and conceptual managerial skills and concern for people and production. Frequency, percentage, weighted mean, and Pearson r correlation were used for data analysis. Teachers strongly perceived the school head as demonstrating technical and conceptual skills, both with composite means of 3.85, and human skills with a composite mean of 3.80. The school head also demonstrated high concern for people (3.86) and production (3.87). A statistically significant moderate positive linear relationship was found between managerial skills and leadership grid profiles ($r = 0.51$), indicating that stronger perceptions of managerial competence were associated with more positive leadership grid perceptions. The study recommends strengthening professional development opportunities, resource management, teamwork, decision-making, problem-solving, and regular classroom supervision while sustaining a balance between concern for people and institutional goals. The study supports SDG 4 (Quality Education) through its focus on effective school leadership, teacher development, and supportive educational environments, and SDG 16 (Peace, Justice, and Strong Institutions) through its emphasis on collaboration, accountability, and school governance. Its sustainability impact lies in supporting leadership development, effective school management, teacher support, and continuous institutional improvement.

Keywords: Managerial Skills, Managerial Grid, School Leadership, School Management, Teacher Perceptions, Teacher Professional Development, Technical, Human, Conceptual Skills

1. Introduction

Effective school leadership requires both managerial competence and the ability to balance teachers' needs with institutional goals. School heads influence teacher performance, school climate, organizational commitment, and continuous improvement through their managerial and leadership practices. This study examines teachers' perceptions of the school head's technical, human, and conceptual managerial skills and leadership grid profile in terms of concern for people and concern for production at Monreal National High School.

Managerial competence enables school heads to perform administrative responsibilities, manage relationships, and make decisions that support school objectives. Causirhom et al. (2024), Ukozor and Edet (2024), and Ayalew et al. (2022) associated managerial and conceptual skills with teacher performance and instructional effectiveness.

Similarly, Laghari and Jafri (2022), Adhikari and Budhathoki (2023), Faloyin and Onasanya (2023), Akporehe and Asiyai (2023), and Karim et al. (2025) emphasized the contribution of administrative, communication, and managerial competencies to effective school leadership. Philippine studies provide similar evidence. Songcayawon et al. (2022), Gamala and Marpa (2022), Dinampo and Balones (2023), Indon (2024), Solis De Torres et al. (2025), Castillo (2025), and Mullo (2025) associated managerial competence with teacher performance, school management, leadership effectiveness, and resource management. These findings support examining school heads' technical, human, and conceptual skills as essential dimensions of managerial effectiveness.

Effective leadership requires attention to both people and organizational goals. Khofiyah (2022), Sanchez et al. (2022), Veletić et al. (2023), Bellibaş et al. (2024), Da'as (2024), Em et al. (2025), and Carrasco and Montoya (2025) associated effective leadership with teacher performance, school climate, self-efficacy, commitment, collaboration, and professional growth. Tsichouridis et al. (2025) further emphasized the relevance of balancing concern for people and concern for production when evaluating leadership. Teachers' perceptions provide important evidence of how leadership is experienced within schools. Nasution et al. (2022), Bilgivar and Yalçın (2022), Yakubu et al. (2023), Aboudahr et al. (2023), Karataş et al. (2024), Ahmadi and Tiro (2025), El Hilali (2025), and Yong et al. (2025) highlighted communication, collaboration, participation, fairness, support, and interpersonal relationships as important aspects of effective leadership. Burkett and Hayes (2023) similarly showed that poor communication, limited support, inconsistent decision-making, and weak relationships characterize ineffective leadership.

Philippine studies consistently associate effective leadership and supervision with improved teacher and school outcomes. Dacpano (2022), Estacio and Estacio (2022), Mastul et al. (2024), Adarnea and Tantiadob (2023), Tom-En Jr. and Managuas (2025), and Orilla (2025) emphasized leadership style, participation, teacher well-being, and leadership development. Dellomas and Deri (2022), Trongco and Benolirao (2023), Go and Rey (2024), Landawe et al. (2024), Esslera and Escala (2024), Maquiling and Villocino (2025), Velez (2025), and Fadero and Fetalver (2025) further highlighted supervisory, interpersonal, and managerial competencies. Related studies by Daing and Mustapha (2023), Torrato et al. (2023), Arombo (2023), Catanus (2024), Dolorico et al. (2024), Capillanes (2025), Tambis et al. (2025), and Mesa and Hermosura (2025) reinforce the importance of instructional leadership to teacher performance and school effectiveness. Legaspi (2025), Casim et al. (2025), Samarita (2025), and Caputolan (2025) further demonstrate the importance of teachers' perceptions in understanding leadership effectiveness.

The study is anchored on Katz's Three-Skill Approach (Katz, 1955, 1974), Blake and Mouton's Managerial Grid Theory (Blake & Mouton, 1964), and Mintzberg's Managerial Roles Theory (Mintzberg, 1973). Katz identifies technical, human, and conceptual skills as essential managerial competencies, while Blake and Mouton conceptualize leadership through concern for people and concern for production. Mintzberg explains how managers apply their competencies through interpersonal, informational, and decisional roles. Together, these theories provide the basis for examining the relationship between managerial skills and leadership grid profiles. Conceptually, the study uses an input-process-output approach in assessing teachers' demographic characteristics and perceptions of managerial skills and leadership grid profiles, with the resulting evidence intended to inform school leadership and management improvement.

Previous studies have extensively examined managerial skills and leadership styles, but these have often been investigated separately. Limited evidence examines whether school heads' technical, human, and conceptual skills are related to their concern for people and concern for production, particularly within a specific public secondary school. This gap is particularly relevant to Monreal National High School because findings from other institutions may not reflect its organizational conditions and school-head-teacher relationships. The study therefore examines teachers' perceptions of both managerial skills and leadership grid profiles and determines whether a significant relationship exists between them.

The study primarily supports SDG 4 – Quality Education by examining leadership practices that may contribute to effective school operations, teacher development, and supportive educational environments. It also relates to SDG 16 – Peace, Justice, and Strong Institutions through its emphasis on effective leadership, collaboration, accountability, and improved school governance.

The study contributes to educational and institutional sustainability by providing evidence that may help identify leadership strengths and areas for improvement. Understanding the relationship between managerial skills and leadership grid profiles may support leadership development, effective school management, teacher support, and continuous school improvement. It may also strengthen school-community relationships through leadership practices that promote collaboration, accountability, and quality education.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-quantitative research design to determine teachers' perceptions of their school head's managerial skills in terms of technical, human, and conceptual skills and leadership grid profile in terms of concern for people and concern for production. Structured questionnaires were used to gather numerical data, which were statistically analyzed to describe the variables and determine the significant relationship between managerial skills and leadership grid profile.

2.2 Locale of the Study

The study was conducted at Monreal National High School in Monreal, Masbate. The school was selected because the research specifically focused on the managerial skills and leadership grid profile of its school head as perceived by teachers.

2.3 Respondents of the Study

The respondents were teachers of Monreal National High School. They were selected because they worked directly with the school head and had sufficient knowledge and experience to assess the school head's managerial skills and leadership practices.

2.4 Sample and Sampling Procedure

The study employed total enumeration sampling, wherein all qualified teachers of Monreal National High School were included as respondents. This procedure was considered appropriate because the number of teachers was manageable, allowing data to be gathered from the entire target population. A total of 55 copies of the survey instrument were reproduced and distributed to the respondents.

2.5 Research Instrument

The study used a structured questionnaire to gather data on teachers' perceptions of their school head's managerial skills and leadership grid profile. The managerial skills questionnaire was adapted from the concepts of Robert L. Katz's Three Managerial Skills Framework and the Management Skills Assessment Instrument of Whetten and Cameron, while the Leadership Grid questionnaire was adapted from Blake and Mouton's Leadership Grid Theory and the Principal Leadership Style Questionnaire developed by Utz (1972). The items were contextualized for the Department of Education setting. The questionnaire covered the respondents' demographic profile in terms of age, sex, civil status, educational attainment, position, trainings attended related to leadership/managerial, and length of service. It also assessed the school head's managerial skills in terms of technical, human, and conceptual skills and leadership grid profile in terms of concern for people and concern for production. A four-point Likert scale was used. Managerial skills were interpreted as 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree, while the leadership grid profile used 4 – High Concern, 3 – Moderate Concern, 2 – Low Concern, and 1 – Very Low Concern. The instrument underwent expert validation to establish its clarity, relevance, and appropriateness. School heads, master teachers, and other professionals knowledgeable in school management and leadership evaluated the questionnaire, and their recommendations were incorporated into its revision. A pilot test was also conducted among teachers who were not part of the actual respondents. Cronbach's Alpha was used to determine internal consistency. Based on expert validation and reliability testing, the questionnaire was finalized and used for data gathering.

2.6 Data Gathering Procedure

Following approval of the thesis proposal by the school thesis committee, the researcher secured a permit to conduct the study, which was noted by the thesis adviser and submitted to the Schools Division Superintendent in Masbate Province Division for approval. Upon approval, the survey questionnaires were distributed to the school. The instrument was prepared, validated, revised, and finalized before 55 copies were reproduced and distributed to the respondents with their approval. Retrieval of the questionnaires was delayed beyond the expected timeframe due to school and office activities and other related responsibilities. After retrieval, the responses were tallied and subjected to statistical treatment with the assistance of an expert statistician. The findings were subsequently described, analyzed, and interpreted to derive their implications.

2.7 Data Analysis Techniques

Frequency count and percentage were used to describe the demographic profile of the respondents. Frequency count represented the number of respondents belonging to each category, while percentage was obtained by dividing the frequency of a category by the total number of respondents and multiplying the result by 100. Weighted mean was used to determine the numerical representation of teachers' perceptions of their school head's managerial skills and leadership grid profile. The computation considered the frequency of responses, the numerical weight assigned to each response, the sum of the products of frequency and weight, and the total number of respondents. Pearson R Correlation was utilized to determine the significant relationship between the school head's managerial skills and leadership grid profiles as perceived by the teachers. The analysis yielded a computed

r-value of 0.51, interpreted as a Moderate Positive Linear Relationship, with 53 degrees of freedom, a 0.05 level of significance, and a two-tailed critical r-value of ± 0.2656 . Since the computed r-value was greater than the critical r-value, the null hypothesis was rejected, indicating a significant relationship between the school head's managerial skills and leadership grid profiles as perceived by the teachers.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

3.1.1 Age

Among the 55 respondents, the largest group was aged 25–30 years (29.09%), followed by 31–35 years (23.64%), 41–45 years (21.82%), 36–40 and 46–50 years (10.91% each), and 51–55 and 56–60 years and above (1.82% each). The findings indicate that younger teachers constituted the largest group, although respondents were represented across different age ranges. This distribution reflects a combination of younger and more experienced personnel who may provide varied perspectives relevant to the study.

3.1.2 Sex

Female respondents comprised 61.82% of the sample, while males accounted for 38.18%. The findings indicate greater female representation among the respondents. Nevertheless, both sexes were represented, providing perspectives from male and female teachers.

3.1.3 Civil Status

Most respondents were married (81.82%), while 18.18% were single and none were widowed. The findings show that married teachers constituted the majority of respondents, indicating that most participants had family responsibilities alongside their professional duties.

3.1.4 Educational Attainment

Most respondents had completed Master's degree units (72.73%), followed by Bachelor's degree graduates (21.82%) and Master's degree holders (5.45%). None had doctoral degrees or doctoral units. The findings indicate that most respondents had pursued graduate-level education beyond their bachelor's degree, although doctoral-level education was not represented.

3.1.5 Position

Teacher III comprised the largest group (32.73%), followed by Teacher IV (21.82%), Teacher V (16.36%), Teacher I (14.55%), Teacher VI (10.91%), and Teacher II and Master Teacher II (1.82% each). No respondents occupied Master Teacher I, III, or IV positions. The distribution indicates that many respondents had progressed beyond entry-level teaching positions. Representation across several teaching ranks also reflects variation in professional experience.

3.1.6 Leadership and Managerial Trainings

Among the respondents, 45.45% had attended no leadership or managerial training, 40.00% had attended 1–5 trainings, and 7.27% each had attended 6–10 and 16 or more trainings. None had attended 11–15 trainings. The largest proportion had received no related training, suggesting a need for greater professional development opportunities in leadership and managerial competencies. However, a substantial proportion had attended 1–5 trainings, indicating some exposure to leadership-related capacity-building activities.

3.1.7 Length of Service

The largest proportion had served for 5 years and below (32.73%), followed by 6–10 years (29.09%), 16 years and above (20.00%), and 11–15 years (18.18%). The findings indicate a combination of relatively new and experienced teachers. This variation in length of service provides perspectives from respondents at different stages of professional experience.

3.2 Teachers' Perceptions of the School Head's Managerial Skills

3.2.1 Technical Skills

The school head's technical skills obtained a composite mean of 3.85, interpreted as Strongly Agree. Understanding DepEd policies and guidelines received the highest mean of 3.91, followed by efficient performance of administrative tasks at 3.89, while effective resource management received the lowest mean of 3.75. The findings indicate strong technical managerial skills, particularly in understanding policies and performing administrative responsibilities. Resource management, although still rated Strongly Agree, received comparatively less favorable assessment and may warrant continued attention. This supports Adhikari and Budhathoki (2023)⁹ reported that strong administrative skills enable head teachers to perform their leadership responsibilities more effectively.

3.2.2 Human Skills

Human skills obtained a composite mean of 3.80, interpreted as Strongly Agree. Effective communication with teachers received the highest mean of 3.85, followed by professional handling of interpersonal concerns at 3.78 and working well with school personnel at 3.76. The findings demonstrate strong human skills, with communication emerging as a notable strength, while teamwork and interpersonal relationships received comparatively lower ratings. Trongco and Benolirao (2023)³⁷ identified interpersonal, leadership, and supervisory skills as core competencies of successful school heads. Similarly, Go and Rey (2024)³⁸ concluded that instructional supervisory skills positively influence teachers' performance by improving classroom practices and professional support. Landawe et al. (2024)³⁹ also found that supervisory competence and managerial behavior contribute significantly to teachers' performance. In the same manner, Esllera and Escala (2024)⁴⁰ reported that effective supervisory skills strengthen teachers' self-efficacy and confidence in performing their duties.

3.2.3 Conceptual Skills

Conceptual skills obtained a composite mean of 3.85, interpreted as Strongly Agree. Planning for school improvement received the highest mean of 3.93, while making decisions based on available information and developing solutions to school problems both obtained 3.82. The findings indicate strong conceptual managerial skills, particularly the school head's forward-looking approach to school improvement. Decision-making and problem-solving were also positively perceived. Maquiling and Villocino (2025)⁴¹ revealed that collaborative supervision and managerial conceptual skills improve teachers' teaching effectiveness. Supporting these findings, Velez (2025)⁴² concluded that school heads' administrative and supervisory skills are significantly associated with teachers' performance. Likewise, Fadero and Fetalver (2025)⁴³ found that supervisory, interpersonal, and leadership skills positively influence school-based management practices, leading to more effective school governance.

3.3 Teachers' Perceptions of the School Head's Leadership Grid Profile

3.3.1 Concern for People

Concern for people obtained a composite mean of 3.86, interpreted as High Concern. Listening to teachers' ideas and concerns, involving teachers in decision-making, communicating clearly, recognizing teachers' efforts, encouraging professional development, promoting teamwork, and building trust each obtained the highest mean of 3.89. Fair and respectful treatment received the lowest mean of 3.78 but remained within the High Concern category. The findings indicate a strongly people-oriented leadership profile characterized by communication, participation, recognition, professional development, teamwork, and trust. Tuang and Quintos (2025)⁶⁵ found that innovative leadership positively influences teachers' work behavior and organizational commitment by encouraging creativity and collaboration. Likewise, Manafa (2025)⁶⁶ reported that teachers who perceive their principals as ethical leaders also observe better student discipline and a stronger school culture. Supporting this finding, Biniaminov and Moshel (2025)⁶⁷, through a systematic review, concluded that ethical leadership strengthens teachers' trust, commitment, job satisfaction, and organizational engagement. Tsichouridis et al. (2025)⁶⁸ further discussed the continued relevance of the Blake and Mouton Managerial Grid, emphasizing that balancing concern for people and concern for production remains an effective framework for evaluating school leadership.

3.3.2 Concern for Production

Concern for production obtained a composite mean of 3.87, interpreted as High Concern. Working toward the school's vision, mission, goals, and objectives received the highest mean of 3.98, followed by encouraging high teacher performance and using school data to improve performance at 3.93. Regular classroom supervision received the lowest mean of 3.75 but remained within the High Concern category. The findings indicate a strong production-oriented leadership profile, particularly in pursuing institutional goals, promoting performance, and using data for improvement. Classroom supervision was comparatively less evident than the other practices. Camus (2024)⁸⁷ found that principals' leadership style is positively associated with teachers' commitment and performance in secondary schools. Similarly, Guillergan (2024)⁸⁸ reported that mentoring practices and supervisory skills contribute significantly to teachers' performance by providing continuous guidance and professional support.

3.4 Relationship Between Managerial Skills and Leadership Grid Profiles

Pearson *r* correlation analysis yielded a computed *r*-value of 0.51, indicating a Moderate Positive Linear Relationship between the school head's managerial skills and leadership grid profiles. At the 0.05 level of significance with 53 degrees of freedom, the computed value exceeded the critical *r*-value of ± 0.2656 . The null hypothesis was therefore rejected, indicating a statistically significant relationship between the two variables. The result indicates that stronger perceptions of technical, human, and conceptual managerial skills were associated with more positive perceptions of concern for people and concern for production. The relationship is significant but does not establish causation. Laghari and Jafri (2022)⁸ found that head teachers' managerial skills. Similarly,

Akporehe and Asiyai (2023)11 found that principals' managerial skills positively affect teachers' job performance. gnificantly influence teachers' performance in public secondary schools.

4. Conclusion & Recommendations

The study concluded that the respondents were predominantly aged 25–30 years, female, married, had completed units toward a master's degree, held Teacher III positions, had not attended leadership or managerial training, and had five years or less of service. Teachers perceived the school head as demonstrating strong technical, human, and conceptual managerial skills, particularly in communication and planning for school improvement, although resource management, teamwork, decision-making, and problem-solving could be further strengthened. The school head also demonstrated high concern for both people and production, reflecting attention to teachers' welfare, participation, professional development, and working relationships while maintaining focus on school goals, performance, accountability, and program implementation. A moderate positive linear relationship was found between the school head's managerial skills and leadership grid profiles as perceived by the teachers.

The school head should provide more opportunities for teachers to participate in relevant trainings, seminars, and professional development activities; strengthen resource management, teamwork, decision-making, and problem-solving through consultation and collaboration; and sustain concern for both people and production by promoting fairness, respect, open communication, teacher participation, and professional development while maintaining focus on school goals and performance. Regular classroom supervision should also be strengthened through constructive feedback and support to improve instructional practices and alignment with school goals and objectives. Future researchers are encouraged to conduct similar studies using a larger sample size and examine other factors that may influence teachers' perceptions.

The study was limited to 55 teachers from Monreal National High School and focused on their perceptions of the school head's managerial skills and leadership grid profile; therefore, the findings represent the specific respondents and school context examined. The recommendation for future studies to use a larger sample size indicates the limited scope of the present sample.

5. Compliance with ethical standards

The author declares no conflict of interest. This study received no external funding. The researchers acknowledge the teachers and Monreal National High School in Monreal, Masbate, for their participation and institutional support. Participation was voluntary, informed consent was obtained, and data were collected through non-invasive methods while maintaining confidentiality and ensuring that no identifying information was disclosed.

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