

School Head's Intrapersonal and Interpersonal Skills for School Operation and Organizational Assets

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Abstract—The success of a school or organization depends on various factors, including structural and procedural elements. However, the human element, particularly the role of school heads, is crucial in ensuring these factors are effectively implemented. While leadership development often focuses on cognitive skills, non-cognitive skills such as intrapersonal and interpersonal competencies are sometimes overlooked despite their importance in fostering a positive school environment. This study addresses this gap by examining how these non-cognitive skills influence school operations and organizational assets. The findings may provide insights for more comprehensive leadership development programs, ultimately enhancing school management and student outcomes. Using a descriptive research design, the study measured the frequencies and correlations of these skills to identify significant relationships between the independent and dependent variables. The study involved 47 head teachers and 67 master teachers from large secondary schools in the Division of Laguna, chosen through purposive sampling. One school per district was selected, and all eligible respondents were included through complete enumeration. The study found that school heads exhibited very high levels of both intrapersonal and interpersonal skills, which contribute to effective leadership, collaboration, communication, and conflict resolution. Similarly, school operations and organizational assets were also rated very high, reflecting well-managed resources, instructional strategies, and institutional structures. While results indicated moderately to strongly positive correlations between school heads' skills and both school operations and organizational assets, these relationships were not statistically significant at the 0.05 level of significance. The findings suggest that the hypotheses stating no significant relationship between school heads' intrapersonal and interpersonal skills with school operations and organizational assets were accepted. The results suggest that while school heads exhibit strong intrapersonal and interpersonal skills, their direct impact on school operations and organizational assets is not statistically significant. Despite moderately to strongly positive correlations, the findings indicate that other factors may play a more direct role in influencing these aspects of school management. This highlights the need to explore additional variables that contribute to effective school leadership and institutional success. Based on the conclusions, this study recommends training programs on emotional intelligence, communication, and collaboration to enhance leadership effectiveness. School principals should strengthen their intrapersonal and interpersonal skills to improve teamwork, teacher retention, and school performance. Teachers and aspiring school heads should pursue professional development to enhance classroom management and leadership readiness, while students can benefit from mentorship and social-emotional learning. Future research should explore other factors influencing school operations, such as leadership styles and resource management, using qualitative and longitudinal approaches.

Keywords— School Head; School Operation; Organizational Assets.

I. INTRODUCTION

Educational policies in the Philippines, such as Republic Acts No. 7836 and No. 10533, along with DepEd Order No. 42, s. 2017, emphasize continuous professional development, particularly in enhancing educators' cognitive skills. Republic Act No. 7836, also known as the "Philippine Teachers Professionalization Act of 1994," mandates the regulation and supervision of the practice of teaching in the country, ensuring that educators meet professional standards. Republic Act No. 10533, or the "Enhanced Basic Education Act of 2013," reinforces the importance of teacher and school leader quality through the K-12 curriculum, requiring continuous training and development. DepEd Order No. 42, s. 2017, further underscores the need for both teachers and school heads to engage in lifelong learning to improve instructional effectiveness and school management. However, these policies primarily focus on cognitive competencies, often overlooking noncognitive skills, which are equally essential for effective school leadership, teaching, and fostering a supportive learning environment.

The success of a school relies on key factors such as communication, leadership, and collaboration. Given this, understanding the role of intrapersonal and interpersonal skills becomes crucial in bridging the gap between structural frameworks and individual effectiveness in both teaching and school leadership.

Intrapersonal skills refer to an individual's ability to understand and manage their emotions, motivations, and self-discipline, which directly influence decision-making and resilience. Interpersonal skills, on the other hand, involve an educator's or leader's ability to interact effectively with colleagues, students, parents, and administrators, encompassing communication, collaboration, and conflict resolution. These skills play a fundamental role in ensuring that organizational strategies translate into meaningful classroom and administrative practices. Given the significant role that intrapersonal and interpersonal skills play, it is essential to explore how these competencies intersect with broader leadership and communication frameworks that contribute to school success.

Mishra and Sneha (2017), referencing Shannon and Weaver's Communication Theory, highlight how effective communication fosters a cohesive and cooperative school environment. Leadership plays a vital role in ensuring that policies, resources, and procedures are implemented fairly and consistently. According to Colquitt et al. (2021), Greenberg's

contributions to organizational justice emphasize that fair procedures and resource distribution are critical for maintaining balance within an institution. These structural factors provide a framework for efficiency, yet they alone do not ensure success. Ultimately, the effectiveness of these structures depends on the educators and school leaders who implement them. Teachers and principals bring unique skills and leadership styles that may not always align with rigid systems, potentially affecting both teacher and student outcomes. Research by Ronfeldt et al. (2015) and Podolsky et al. (2019) highlights that strong collaboration, supportive leadership, and adequate resources significantly enhance school effectiveness, teacher retention, and student achievement. Thus, flexible structures that account for individual differences in teaching and leadership approaches are essential.

Given the importance of structural elements like communication, leadership, and resources in the success of an organization, it's clear that these alone do not guarantee smooth operation without considering the human element, teachers and principals, in particular, who are central to executing these strategies. Thus, this study focused on educators' and school leaders' interpersonal and intrapersonal skills is essential to understanding how individual behaviors and leadership styles interact with broader organizational structures.

1.1 Statement of the Problem

Specifically, it sought answers to the following questions:

1. What is the level of School head's Intrapersonal Skills as to;

- 1.1 Self-awareness;*
- 1.2 Self-efficacy;*
- 1.3 Goal Setting;*
- 1.4 Self-Regulation; and*
- 1.5 Self-care?*

2. What is the level of School head's Interpersonal Skills as to;

- 2.1 Communication Skills;*
- 2.2 Collaborative Practices;*
- 2.3 Educational Partnership;*
- 2.4 Social Awareness; and*
- 2.5 Conflict Resolution?*

3. What is the level of School Operation as to;

- 3.1 Instructional Delivery;*
- 3.2 Resource Allocation;*
- 3.3 Student Support Services;*
- 3.4 Crisis Management; and*
- 3.5 Student Recruitment?*

4. What is the level of the Organizational Assets as to;

- 4.1 Human Resources;*
- 4.2 Policies and Procedures;*
- 4.3 Organizational Culture;*
- 4.4 Organizational Structure; and*
- 4.5 Community Engagement?*

II. METHODOLOGY

A descriptive research design was used in this study to examine the relationship between teachers' intrapersonal and interpersonal skills and school operations and organizational assets. This design focused on measuring and analyzing the frequencies and correlations of these skills to determine any significant connections between the independent and dependent variables.

According to Shona McCombes (2019), descriptive research systematically examines a population, situation, or phenomenon by answering questions such as what, where, when, and how, without exploring causation. It aims to provide an accurate depiction of characteristics, serving as a foundation for further exploratory or explanatory research. This non-experimental approach involves fact-finding with interpretation, utilizing statistical tools such as frequencies and averages. Often initiated through survey investigations in natural, unchanged environments, descriptive research helps identify patterns that may warrant further quantitative analysis. In this study, it will be instrumental in assessing whether school head's intrapersonal and interpersonal skills influence school operations and organizational assets, with the collected data forming the basis for hypothesis testing.

III. RESULTS AND DISCUSSION

This chapter presented the different results and discussed the findings from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between Intrapersonal, Interpersonal Skills of School Heads and School Operation, Organizational Assets of Secondary Schools. In particular, the study sought to address the following:

Level of Intrapersonal Skills of School Heads

In this study, the level of Intrapersonal Skills of School Heads refers to Self-awareness, Self-efficacy, Goal Setting, Self-Regulation, and Self-care.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The school head recognizes the influence of personal values and beliefs on decision-making in managing school operations. The mean ($M = 6.75$) suggests that school heads are highly conscious of their thoughts and emotions, which may contribute to more reflective and effective leadership. Additionally, the school head actively seeks feedback to better understand the impact of their actions on school operations and staff morale. Although the mean score for this is slightly lower ($M = 6.53$), it still indicates that highly proficient teachers view the school head's self-awareness positively.

Table 1 illustrates the level of intrapersonal skills of school heads as perceived by the highly proficient teachers regarding self-awareness.

Table 1. Level of Intrapersonal Skills of School Heads in terms of Self-awareness

My School Head...	Mean	SD	Remarks
is aware of how personal values and beliefs influence decision-making in managing school operations.	6.75	0.49	Strongly Agree
recognizes how emotional state affects the interactions and communication with teachers and staff.	6.57	0.56	Strongly Agree
regularly reflects on his/her strengths and weaknesses to improve effectiveness in handling organizational assets.	6.55	0.55	Strongly Agree
actively seeks feedback to better understand how his/her actions impact school operations and staff morale.	6.53	0.58	Strongly Agree
is conscious of how personal skills contribute to fostering a positive organizational culture within the school.	6.57	0.55	Strongly Agree
Weighted Mean	6.59		
SD	0.55		
Verbal Interpretation	Very High		

The school head recognizes the influence of personal values and beliefs on decision-making in managing school operations. The mean ($M = 6.75$) suggests that school heads are highly conscious of their thoughts and emotions, which may contribute to more reflective and effective leadership. Additionally, the school head actively seeks feedback to better understand the impact of their actions on school operations and staff morale. Although the mean score for this is slightly lower ($M = 6.53$), it still indicates that highly proficient teachers view the school head's self-awareness positively.

The level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of self-awareness attained a weighted mean score of 6.59 and a standard deviation of 0.55 and was verbally interpreted as *very high* among the respondents.

In summary, the school head demonstrates self-awareness in leadership by recognizing the influence of personal values, emotions, and skills on decision-making, communication, and school culture. They engage in self-reflection, seek feedback, and strive to enhance effectiveness in managing operations and staff morale.

The school head address conflicts within the school by understanding different perspectives and behaviors. The mean ($M = 6.61$) that the school head re effective in recognizing and considering diverse perspectives and behaviors, which allows them to mediate disputes fairly, promote open communication, and foster a positive school environment. Furthermore, the school head confidently utilizes personal strengths to improve resource allocation and organizational assets. Despite a slightly lower mean score ($M = 6.51$), highly proficient teachers still perceive the school head's self-efficacy positively.

Table 2 shows the level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of self-efficacy.

The school head address conflicts within the school by understanding different perspectives and behaviors. The mean ($M = 6.61$) that the school head re effective in recognizing and considering diverse perspectives and behaviors, which allows them to mediate disputes fairly, promote open communication,

and foster a positive school environment. Furthermore, the school head confidently utilizes personal strengths to improve resource allocation and organizational assets. Despite a slightly lower mean score ($M = 6.51$), highly proficient teachers still perceive the school head's self-efficacy positively.

Table 2. Level of Intrapersonal Skills of School Heads in terms of Self-efficacy

My School Head...	Mean	SD	Remarks
effectively manages emotions to maintain a productive environment in school operations.	6.58	0.55	Strongly Agree
is adept at managing stress to stay focused on the school's goals.	6.60	0.56	Strongly Agree
is confident in using personal strengths to enhance resource allocation and organizational assets.	6.51	0.64	Strongly Agree
is effective in setting a positive example for staff through self-regulation and self-motivation.	6.53	0.60	Strongly Agree
is able to address conflicts within the school by understanding different perspectives and behaviors.	6.61	0.59	Strongly Agree
Weighted Mean	6.56		
SD	0.59		
Verbal Interpretation	Very High		

The level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of self-efficacy attained a weighted mean score of 6.56 and a standard deviation of 0.59 and was verbally interpreted as *very high* among the respondents.

In summary, the school head effectively manages emotions and stress to stay focused on school goals, confidently utilizes personal strengths for resource allocation, sets a positive example through self-regulation and motivation, and resolves conflicts by understanding diverse perspectives and behaviors.

Table 3 shows the level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of goal setting.

Table 3. Level of Intrapersonal Skills of School Heads in terms of Goal Setting

My School Head...	Mean	SD	Remarks
sets personal development goals that align with improving school operations and overall performance.	6.65	0.51	Strongly Agree
establishes clear, actionable goals that enhance the effective use of the school's resources and assets.	6.61	0.51	Strongly Agree
prioritizes setting goals that reflect both the strengths and areas for growth to benefit the school's objectives.	6.51	0.68	Strongly Agree
sets measurable targets for her/himself that contribute to building a supportive and productive school environment.	6.46	0.68	Strongly Agree
regularly reviews and adjusts his/her goals to ensure they support the efficient management of school assets and resources.	6.53	0.57	Strongly Agree
Weighted Mean	6.55		
SD	0.60		
Verbal Interpretation	Very High		

The school head establishes personal growth objectives that contribute to enhancing school operations and overall effectiveness. The mean ($M = 6.65$) suggests that the school

head's dedication to personal growth translates into more effective decision-making, improved school management, and a positive influence on teachers and staff, ultimately fostering a more efficient and successful educational environment. Additionally, the school head, sets measurable goals to foster a supportive and productive school environment. Despite a slightly lower mean score ($M = 6.46$), highly proficient teachers still view their goal setting positively.

The level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of goal setting attained a weighted mean score of 6.55 and a standard deviation of 0.60 and was verbally interpreted as *very high* among the respondents.

In summary, the school head sets clear, measurable goals that align with improving school operations, optimizing resources, and fostering a productive environment. They prioritize personal growth to strengthen leadership effectiveness and regularly adjust goals to support efficient school management.

Table 4 shows the level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of self-regulation.

Table 4. Level of Intrapersonal Skills of School Heads in terms of Self-Regulation

My School Head...	Mean	SD	Remarks
manages emotions effectively to remain focused on school operational goals.	6.65	0.50	Strongly Agree
consistently monitor actions to ensure they align with the school's strategic use of resources and assets.	6.59	0.59	Strongly Agree
is disciplined in following through tasks that enhance the overall efficiency of school operations.	6.53	0.55	Strongly Agree
adjust his/her responses in challenging situations to maintain a positive and productive school environment.	6.62	0.52	Strongly Agree
practice self-control to avoid letting personal stress impact management of school resources.	6.60	0.54	Strongly Agree
Weighted Mean	6.60		
SD	0.54		
Verbal Interpretation		Very High	

The school head effectively manages emotions to stay focused on school operational goals. The mean ($M = 6.65$) suggests that the school head possesses strong emotional regulation skills, allowing them to remain composed and focused on achieving school operational goals. Additionally, the school head demonstrates discipline in completing tasks that improve the efficiency of school operations. Although a slightly lower mean score ($M = 6.53$), their ability to self-regulate is still recognized positively by highly proficient teachers.

The level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of self-regulation attained a weighted mean score of 6.60 and a standard deviation of 0.54 and was verbally interpreted as *very high* among the respondents.

In summary, the school head effectively manages emotions, maintains discipline in tasks, and aligns actions with strategic resource use. They adapt to challenges to foster a

positive environment and exercise self-control to prevent personal stress from affecting school management.

Additionally, exercising self-control prevents personal stress from interfering with school management, ensuring stability and efficiency. The integration of self-regulatory practices at both leadership and classroom levels contributes to a productive learning environment, ultimately promoting academic success and institutional effectiveness.

Table 5 shows the level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of self-care.

Table 5. Level of Intrapersonal Skills of School Heads in terms of Self-care

My School Head...	Mean	SD	Remarks
prioritizes emotional well-being to maintain effectiveness in managing school operations.	6.59	0.53	Strongly Agree
actively engage in activities that reduce stress, allowing his/her to maintain a positive approach to school management.	6.52	0.64	Strongly Agree
takes steps to balance workload to prevent burnout and maintain role's effectiveness.	6.28	0.90	Strongly Agree
regularly assess mental and emotional state to identify areas where he/she needs improvement.	6.39	0.77	Strongly Agree
believes that his/her commitment to maintain well-being contributes to a positive school climate and enhances overall effectiveness.	6.54	0.58	Strongly Agree
Weighted Mean	6.46		
SD	0.70		
Verbal Interpretation		Very High	

The school head emphasizes emotional well-being to ensure efficient management of school operations. The mean ($M = 6.59$) suggests that school head prioritizes emotional well-being as a key factor in maintaining effective school management, recognizing its impact on decision-making, leadership, and overall school performance. Aside from that, the school leader actively manages workload to prevent burnout and sustain effectiveness in their role. Despite a slightly lower mean score ($M = 6.28$), their self-care efforts are still positively acknowledged by highly proficient teachers.

The level of school heads' intrapersonal skills as perceived by the highly proficient teachers in terms of self-care attained a weighted mean score of 6.46 and a standard deviation of 0.70 and was verbally interpreted as *very high* among the respondents.

In summary, the school head prioritizes emotional well-being, manages stress, balances workload, and regularly assesses their mental state to prevent burnout. Their commitment to well-being fosters a positive school climate and enhances overall effectiveness.

Level of Interpersonal Skills of School Heads

In this study, the level of Interpersonal Skills of School Heads refers to Communication Skills, Collaborative Practices, Educational Partnership, Social Awareness, and Conflict Resolution.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The school head efficiently communicates information to teachers and staff to guarantee consistency with the school's

goals. The mean ($M = 6.75$) suggests that school heads demonstrate strong communication skills, can convey information effectively, foster collaboration, and provide clear guidance. In addition, the school leader promotes open communication channels to enhance collaboration and teamwork within the school. Although their mean score is slightly lower ($M = 6.58$), it still reflects the positive satisfaction of highly proficient teachers with the school heads' intrapersonal skills in communication.

Table 6 shows the level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of their communication skills.

Table 6. Level of Interpersonal Skills of School Heads in terms of Communication Skills

My School Head...	Mean	SD	Remarks
communicates clearly with teachers and staff to ensure that everyone is aligned with the school's goals.	6.75	0.48	Strongly Agree
actively listens to concerns from staff, which helps to make informed decisions that benefit the school environment.	6.62	0.52	Strongly Agree
conveys complex information in a way that is easily understood by all members of the school community.	6.59	0.53	Strongly Agree
fosters open communication channels that encourage collaboration and teamwork within the school.	6.58	0.56	Strongly Agree
adapts his/her communication style to meet the unique needs of different groups within the school, such as staff, parents, and students.	6.65	0.53	Strongly Agree
Weighted Mean	6.64		
SD	0.53		
Verbal Interpretation	Very High		

The school head effectively conveys information to teachers and staff to ensure alignment with the school's objectives. The mean ($M = 6.75$) suggests that school heads demonstrate strong communication skills, can convey information effectively, foster collaboration, and provide clear guidance. In addition, the school leader promotes open communication channels to enhance collaboration and teamwork within the school. Although their mean score is slightly lower ($M = 6.58$), it still reflects the positive satisfaction of highly proficient teachers with the school heads' intrapersonal skills in communication.

The level of interpersonal skills of school heads as viewed by the highly proficient teachers in relation to communication skills reached a weighted mean score of 6.64 and a standard deviation of 0.53, which was verbally described as very high among the respondents.

In summary, the school head ensures clear communication, actively listens to staff concerns, and conveys information effectively. They foster open communication for collaboration and adapt their communication style to meet the needs of staff, parents, and students.

The school head actively encourages collaboration among staff to achieve common goals and foster a positive school environment. The mean ($M = 6.67$) suggests that the school head is highly effective in promoting teamwork and cooperation among staff, ensuring that everyone works

together toward shared objectives. Additionally, the school leader encourages shared leadership and includes others in decision-making. While their mean score is slightly lower ($M = 6.54$), it still demonstrates the positive satisfaction of highly proficient teachers with the school heads' intrapersonal skills in collaboration.

Table 7 shows the level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of their collaborative practices.

Table 7. Level of Interpersonal Skills of School Heads in terms of Collaborative Practices

My School Head...	Mean	SD	Remarks
actively encourage collaboration among staff to achieve common goals and foster a positive school environment.	6.67	0.49	Strongly Agree
values input from teachers and staff, using their feedback to improve decision-making processes.	6.64	0.53	Strongly Agree
regularly facilitates teamwork and group discussions to address challenges and create solutions.	6.56	0.62	Strongly Agree
is open to sharing leadership responsibilities and involving others in the decision-making process.	6.54	0.58	Strongly Agree
try to build trust and strong working relationships among staff to promote a collaborative school culture.	6.60	0.58	Strongly Agree
Weighted Mean	6.60		
SD	0.56		
Verbal Interpretation	Very High		

The school head actively encourages collaboration among staff to achieve common goals and foster a positive school environment. The mean ($M = 6.67$) suggests that the school head is highly effective in promoting teamwork and cooperation among staff, ensuring that everyone works together toward shared objectives. Additionally, the school leader encourages shared leadership and includes others in decision-making. While their mean score is slightly lower ($M = 6.54$), it still demonstrates the positive satisfaction of highly proficient teachers with the school heads' intrapersonal skills in collaboration.

The level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of their collaborative practices attained a weighted mean score of 6.60 and a standard deviation of 0.56 and was verbally interpreted as very high among the respondents.

In summary, the school head promotes collaboration, values staff input, and facilitates teamwork to address challenges. They share leadership responsibilities and build trust to foster a positive and cooperative school culture, ensuring that decision-making is inclusive and effective.

The school head actively engages teachers and staff in discussions and decision-making processes that shape the school's direction. The mean ($M = 6.66$) suggests that the school head is highly committed to inclusive leadership, ensuring that teachers and staff have a voice in shaping the school's direction. Furthermore, the school leader fosters collaboration with external partners to enhance student learning and provides opportunities for teachers to share best practices for improving instruction. Although the mean score

is slightly lower ($M = 6.51$), it still reflects the positive satisfaction of highly proficient teachers with the school heads' intrapersonal skills in fostering educational partnerships.

Table 8 shows the level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of educational partnership.

Table 8. Level of Interpersonal Skills of School Heads in terms of Educational Partnership

<i>My School Head...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>actively involves teachers in discussions and decisions that impact the school's direction.</i>	6.66	0.53	Strongly Agree
<i>maintains open lines of communication with teachers, fostering a sense of collaboration and mutual respect.</i>	6.61	0.53	Strongly Agree
<i>encourages teachers to collaborate with external partners to enhance student learning and development.</i>	6.51	0.68	Strongly Agree
<i>creates opportunities for teachers to engage with one another and share best practices to improve teaching.</i>	6.51	0.67	Strongly Agree
<i>values teacher input and ensures it is considered when making decisions that affect the school community.</i>	6.56	0.56	Strongly Agree
Weighted Mean			6.57
SD			0.60
Verbal Interpretation			Very High

The school head actively engages teachers and staff in discussions and decision-making processes that shape the school's direction. The mean ($M = 6.66$) suggests that the school head is highly committed to inclusive leadership, ensuring that teachers and staff have a voice in shaping the school's direction. Furthermore, the school leader fosters collaboration with external partners to enhance student learning and provides opportunities for teachers to share best practices for improving instruction. Although the mean score is slightly lower ($M = 6.51$), it still reflects the positive satisfaction of highly proficient teachers with the school heads' intrapersonal skills in fostering educational partnerships.

The level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of educational partnership attained a weighted mean score of 6.57 and a standard deviation of 0.60 and was verbally interpreted as very high among the respondents.

In summary, the school head promotes open communication, involves teachers in decision-making, and fosters collaboration both within the school and with external partners. They create opportunities for teachers to share best practices and ensure their input is valued in shaping the school's direction.

The school head actively listens to and addresses the needs and concerns of both teachers and students within the school community. The mean ($M = 6.67$) suggests that the school head is highly responsive and empathetic, ensuring that the needs and concerns of teachers and students are acknowledged and addressed. Moreover, the school leader strives to understand the diverse perspectives of teachers and staff to enhance school dynamics. While the mean score is slightly lower ($M = 6.56$), it still reflects the positive satisfaction of highly proficient teachers with the school heads' intrapersonal skills in demonstrating social awareness.

Table 9 shows the level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of social awareness.

Table 9. Level of Interpersonal Skills of School Heads in terms of Social Awareness

<i>My School Head...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>is attentive to the needs and concerns of both teachers and students in the school community.</i>	6.67	0.51	Strongly Agree
<i>demonstrates empathy and understanding when addressing challenges faced by staff members.</i>	6.57	0.59	Strongly Agree
<i>actively seeks to understand the diverse perspectives of the teachers and staff to improve school dynamics.</i>	6.56	0.56	Strongly Agree
<i>shows awareness of the social and emotional well-being of teachers and fosters a supportive environment.</i>	6.58	0.55	Strongly Agree
<i>effectively responds to the social and cultural needs of the school community in their leadership approach.</i>	6.63	0.55	Strongly Agree
Weighted Mean			6.60
SD			0.55
Verbal Interpretation			Very High

The level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of social awareness attained a weighted mean score of 6.60 and a standard deviation of 0.55 and was verbally interpreted as very high among the respondents.

In summary, the school head is attentive to the needs of teachers and students, demonstrates empathy, and values diverse perspectives to improve school dynamics. They foster a supportive environment, prioritize the social and emotional well-being of staff, and respond effectively to the social and cultural needs of the school community through their leadership approach.

The school head promotes collaborative problem-solving to address conflicts among teachers and staff. The mean ($M = 6.61$) suggests that the school head effectively fosters a culture of teamwork and open dialogue in resolving conflicts among teachers and staff. Additionally, the school leader cultivates an environment of open communication to prevent and resolve conflicts. Although the mean score is slightly lower ($M = 6.46$), it still demonstrates the positive satisfaction of highly proficient teachers with the school heads' intrapersonal skills in handling conflicts.

Table 10 shows the level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of conflict resolution.

The level of school heads' interpersonal skills as perceived by the highly proficient teachers in terms of conflict resolution attained a weighted mean score of 6.56 and a standard deviation of 0.65 and was verbally interpreted as very high among the respondents.

In summary, the school head effectively resolves conflicts through fairness, mediation, and open communication. They actively listen to all parties and promote collaborative problem-solving to maintain a positive work environment, ensuring a culture of respect and teamwork among staff.

Table 10. Level of Interpersonal Skills of School Heads in terms of Conflict Resolution

My School Head...	Mean	SD	Remarks
effectively addresses conflicts between staff members in a fair and impartial manner.	6.52	0.54	Strongly Agree
utilizes mediation techniques when conflicts arise among parties to resolve issues and maintain a positive work environment.	6.59	0.59	Strongly Agree
fosters an environment where open communication helps prevent and resolve conflicts.	6.46	0.81	Strongly Agree
actively listens to all parties involved in a conflict before making a decision.	6.50	0.72	Strongly Agree
encourages collaborative problem-solving when conflicts arise among teachers or staff.	6.61	0.57	Strongly Agree
Weighted Mean	6.56		
SD	0.65		

Verbal Interpretation

Very High

Level of School Operation of Secondary Schools

In this study, the level of School Operation of Secondary Schools refers to Instructional Delivery, Resource Allocation, Student Support Services, Crisis Management, and Student Recruitment.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 shows the level of school operation of secondary schools as perceived by the highly proficient teachers in terms of instructional delivery.

Table 11. Level of School Operation of Secondary Schools in terms of Instructional Delivery

In our school...	Mean	SD	Remarks
instructional goals are clearly communicated to teachers and staff.	6.73	0.50	Strongly Agree
decisions are consistently aligned with improving instructional delivery.	6.64	0.53	Strongly Agree
collaborative relationships are fostered to enhance teaching strategies.	6.59	0.58	Strongly Agree
constructive feedback is provided to support teachers' professional growth.	6.59	0.61	Strongly Agree
self-awareness is demonstrated by addressing areas for improvement in instructional leadership.	6.65	0.55	Strongly Agree
Weighted Mean	6.64		
SD	0.56		

Verbal Interpretation

Very High

The school ensures that instructional goals are clearly communicated to teachers and staff. The mean ($M = 6.73$) suggests that the school head effectively communicates instructional goals, ensuring that teachers and staff have a clear understanding of expectations and objectives. Furthermore, the school promotes collaborative relationships to improve teaching strategies, while providing constructive feedback to support teachers' professional growth. Despite a slightly lower mean score ($M = 6.59$), it still reflects the highly proficient teacher's positive satisfaction with the school's instructional delivery.

The level of school operation of secondary schools as perceived by the highly proficient teachers in terms of instructional delivery attained a weighted mean score of 6.64 and a standard deviation of 0.56 and was verbally interpreted as very high among the respondents.

In summary, the school effectively communicates instructional goals to teachers and staff while ensuring decisions aligned with enhancing instructional delivery. It fosters collaborative relationships to improve teaching strategies and provides constructive feedback to support teachers' professional growth while demonstrating self-awareness by addressing areas for improvement in instructional leadership.

Table 12 shows the level of school operation of secondary schools as perceived by the highly proficient teachers in terms of resource allocation.

Table 12. Level of School Operation of Secondary Schools in terms of Resource Allocation

In our school...	Mean	SD	Remarks
resources are distributed equitably to address varied program needs.	6.64	0.55	Strongly Agree
financial decisions are aligned with the strategic objectives of the school.	6.61	0.59	Strongly Agree
resource allocation decisions are made with careful reflection and prioritization.	6.60	0.59	Strongly Agree
open communication ensures transparency in resource allocation.	6.50	0.68	Strongly Agree
strong partnerships are built to secure additional resources.	6.58	0.65	Strongly Agree
Weighted Mean	6.59		
SD	0.61		

Verbal Interpretation

Very High

The school ensures resources are distributed equitably to meet the diverse needs of its programs. The mean ($M = 6.64$) that the school effectively allocates resources and reflects a dedication to fairness, ensuring that all departments, teachers, and students receive the essential materials and support needed to achieve success. Furthermore, the school maintains open communication to ensure transparency in resource allocation. Despite a slightly lower mean score ($M = 6.50$), it still reflects the highly proficient teacher's positive satisfaction with how resources are distributed.

The level of school operation of secondary schools as perceived by the highly proficient teachers in terms of resource allocation attained a weighted mean score of 6.59 and a standard deviation of 0.61 and was verbally interpreted as very high among the respondents.

In summary, the school ensures resources are distributed equitably to address varied program needs while aligning financial decisions with its strategic objectives. Resource allocation decisions are made with careful reflection and prioritization as open communication fosters transparency. Strong partnerships are also built to secure additional resources.

The school attentively addresses concerns related to student support services, ensuring effective resolutions. The mean ($M = 6.66$) suggests that the school is proactive in identifying and resolving issues related to student support services. Additionally, collaboration among staff enhances the effectiveness of support services. Although the mean score is slightly lower ($M = 6.51$), it still demonstrates the highly proficient teacher's positive satisfaction with the school's student support services.

Table 13 shows the level of school operation of secondary schools as perceived by the highly proficient teachers in terms of student support services.

Table 13. Level of School Operation of Secondary Schools in terms of Student Support Services

<i>In our school...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>staff and students' support needs are actively identified and addressed.</i>	6.65	0.55	Strongly Agree
<i>concerns about student support services are listened to and resolved effectively.</i>	6.66	0.55	Strongly Agree
<i>teamwork among staff enhances the effectiveness of support services.</i>	6.51	0.67	Strongly Agree
<i>empathy is shown when addressing students' academic and personal challenges.</i>	6.57	0.64	Strongly Agree
<i>feedback is used to continuously improve student support programs.</i>	6.58	0.59	Strongly Agree
Weighted Mean	6.59		
SD	0.60		
Verbal Interpretation		Very High	

The level of school operation of secondary schools as perceived by the highly proficient teachers in terms of student support services attained a weighted mean score of 6.59 and a standard deviation of 0.60 and was verbally interpreted as very high among the respondents.

In summary, the school actively identifies and addresses the support needs of staff and students while ensuring concerns about student support services are effectively resolved. Teamwork among staff strengthens the effectiveness of support services as empathy is shown in addressing students' academic and personal challenges. Feedback is also utilized to continuously enhance student support programs.

The result can be supported by Campos (2023), who defines student assistance services as essential programs that address students' academic, personal, and career preparation needs. In the context of school leadership, actively identifying and addressing the support needs of staff and students ensures that concerns about student support services are effectively resolved. Collaboration among staff strengthens the effectiveness of these services, while empathy plays a crucial role in assisting students with academic and personal challenges. Additionally, utilizing feedback helps continuously enhance student support programs, fostering equity, inclusion, and a sense of belonging in the educational environment.

Table 14 shows the level of school operation of secondary schools as perceived by the highly proficient teachers in terms of crisis management.

The school demonstrates calm and composed leadership during crises while conducting risk assessments to identify and mitigate potential threats. The mean ($M = 6.62$) school exhibits strong crisis management capabilities by maintaining calm and composed leadership during emergencies. Additionally, post-crisis evaluations enhance future preparedness and response strategies. Despite a slightly lower mean score ($M = 6.52$), the results still indicate confidence in the school's approach to crisis management.

The level of school operation of secondary schools as perceived by the highly proficient teachers in terms of crisis management attained a weighted mean score of 6.58 and a

standard deviation of 0.60 and was verbally interpreted as very high among the respondents.

Table 14. Level of School Operation of Secondary Schools in terms of Crisis Management

<i>In our school...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>calm and composed leadership are demonstrated during crises.</i>	6.62	0.54	Strongly Agree
<i>clear communication keeps stakeholders informed during emergencies.</i>	6.55	0.63	Strongly Agree
<i>post-crisis evaluations improve future preparedness and response strategies.</i>	6.52	0.69	Strongly Agree
<i>risk assessments are conducted to identify and mitigate potential threats.</i>	6.62	0.54	Strongly Agree
<i>effective collaboration ensures quick responses during emergencies.</i>	6.56	0.61	Strongly Agree
Weighted Mean		6.58	
SD		0.60	
Verbal Interpretation		Very High	

In summary, the school demonstrates calm and composed leadership during crises as clear communication keeps stakeholders informed during emergencies. Post-crisis evaluations enhance future preparedness and response strategies while risk assessments help identify and mitigate potential threats. Effective collaboration also ensures quick responses during emergencies.

Table 15 shows the level of school operation of secondary schools as perceived by the highly proficient teachers in terms of student recruitment.

Table 15. Level of School Operation of Secondary Schools in terms of Student Recruitment

<i>In our school...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>the community is actively engaged to promote the school's mission and attract students.</i>	6.60	0.61	Strongly Agree
<i>partnerships are established to enhance student recruitment efforts.</i>	6.54	0.67	Strongly Agree
<i>recruitment efforts are continuously evaluated for improvement.</i>	6.41	0.83	Strongly Agree
<i>communication effectively highlights the school's strengths to prospective families.</i>	6.46	0.77	Strongly Agree
<i>the admission process is seamless and user-friendly for applicants.</i>	6.57	0.62	Strongly Agree
Weighted Mean		6.51	
SD		0.70	
Verbal Interpretation		Very High	

The school actively involves the community to support its mission and attract students. The mean ($M = 6.60$) suggests that the school actively collaborates with the community to reinforce its mission and attract more students. It reflects a dedication to establishing strong relationships with local stakeholders, promoting teamwork, and cultivating a supportive environment for both students and staff. Additionally, recruitment efforts are regularly assessed for enhancement. Although the mean score is slightly lower ($M = 6.41$), it still reflects the highly proficient teacher's positive satisfaction with the school's student recruitment process.

The level of school operation of secondary schools as perceived by the highly proficient teachers in terms of student recruitment attained a weighted mean score of 6.41 and a standard deviation of 0.83 and was verbally interpreted as very high among the respondents.

In summary, the school actively engages the community to promote its mission and attract students while establishing partnerships to strengthen recruitment efforts. Recruitment strategies are continuously evaluated for improvement as communication effectively showcases the school's strengths to prospective families. The admission process remains seamless and user-friendly for applicants.

Level of Organizational Assets of Secondary Schools

In this study, the level of Organizational Assets of Secondary Schools refers to Human Resources, Policies and Procedures, Organizational Culture, Organizational Structure, and Community Engagement.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 16 shows the level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of human resources.

Table 16. Level of Organizational Assets of Secondary Schools in terms of Human Resources

<i>In our school...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>the recruitment process ensures hiring individuals aligned with the institution's vision.</i>	6.68	0.52	Strongly Agree
<i>staff members are provided opportunities for professional and personal growth.</i>	6.69	0.52	Strongly Agree
<i>constructive relationships among team members foster a collaborative working environment.</i>	6.62	0.54	Strongly Agree
<i>staff performance is regularly evaluated, and feedback is communicated effectively.</i>	6.61	0.54	Strongly Agree
<i>respectful communication and conflict resolution are prioritized to maintain a positive work environment.</i>	6.61	0.56	Strongly Agree
Weighted Mean	6.64		
SD	0.53		
Verbal Interpretation		Very High	

The school offers staff members opportunities to enhance both their professional and personal development. The mean ($M = 6.69$) suggests that the school is committed to fostering the growth and well-being of its staff by providing opportunities for both professional and personal development. Additionally, staff performance is consistently assessed, with feedback communicated effectively, while respectful communication and conflict resolution are emphasized to foster a positive work environment. Despite a slightly lower mean score ($M = 6.61$), it still reflects the highly proficient teacher's positive satisfaction with the school's human resource management.

The level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of human resources attained a weighted mean score of 6.64 and a standard deviation of 0.53 and was verbally interpreted as very high among the respondents.

In summary, the school ensures that the recruitment process aligns with the institution's vision by hiring individuals who share its goals. Staff members are given opportunities for professional and personal growth as constructive relationships among team members foster a

collaborative working environment. Regular evaluations support staff performance, with feedback communicated effectively to promote continuous improvement. Respectful communication and conflict resolution are also prioritized to maintain a positive work environment.

Table 17 shows the level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of policies and procedures.

Table 17. Level of Organizational Assets of Secondary Schools in terms of Policies and Procedures

<i>In our school...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>policies are designed to reflect the best interests of students, staff, and stakeholders.</i>	.75	0.48	Strongly Agree
<i>procedures are communicated clearly to ensure compliance and consistency.</i>	.61	0.60	Strongly Agree
<i>feedback is encouraged to improve the relevance and applicability of policies.</i>	.63	0.55	Strongly Agree
<i>procedural changes are managed effectively with the involvement of stakeholders.</i>	.62	0.57	Strongly Agree
<i>adherence to policies is monitored while maintaining flexibility to address unique situations.</i>	.62	0.57	Strongly Agree
Weighted Mean		6.65	
SD		0.56	
Verbal Interpretation		Very High	

The school develops policies that prioritize the best interests of students, staff, and stakeholders. The mean ($M = 6.75$) suggests that the school is dedicated to promoting equity, inclusivity, and informed decision-making to create a well-organized and supportive learning environment. Additionally, procedures are clearly communicated to promote compliance and consistency. Despite a slightly lower mean score ($M = 6.61$), it still demonstrates the highly proficient teacher's positive satisfaction with the school's policies and procedures.

The level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of policies and procedures attained a weighted mean score of 6.65 and a standard deviation of 0.56 and was verbally interpreted as very high among the respondents.

In summary, the school establishes policies that prioritize the best interests of students, staff, and stakeholders while ensuring procedures are clearly communicated for consistency and compliance. Feedback is encouraged to enhance the relevance and effectiveness of policies, and procedural changes are managed collaboratively with stakeholder involvement. Policy adherence is monitored, maintaining flexibility to address unique situations as needed.

The school fosters relationships among stakeholders built on trust and mutual respect. The mean ($M = 6.65$) suggests that the school actively nurtures meaningful connections among stakeholders based on trust and mutual respect. It reflects a commitment to fostering open communication, collaboration, and a positive school environment. Additionally, collaboration at all levels is promoted to achieve shared goals. Despite a slightly lower mean score ($M = 6.52$), it still reflects the highly proficient teacher's confidence in the school's commitment to fostering a positive and inclusive work environment.

Table 18 shows the level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of organizational culture.

Table 18. Level of Organizational Assets of Secondary Schools in terms of Organizational Culture

<i>In our school...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>trust and mutual respect form the foundation of relationships among stakeholders.</i>	6.65	0.55	Strongly Agree
<i>shared values and beliefs promote a sense of belonging and unity.</i>	6.62	0.59	Strongly Agree
<i>collaboration across all levels is encouraged to achieve common goals.</i>	6.52	0.67	Strongly Agree
<i>the recognition of achievements fosters motivation and enthusiasm.</i>	6.55	0.64	Strongly Agree
<i>inclusivity is practiced ensuring that diverse perspectives are valued.</i>	6.57	0.58	Strongly Agree
Weighted Mean	6.58		
SD	0.61		
Verbal Interpretation		Very High	

The level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of organizational culture attained a weighted mean score of 6.58 and a standard deviation of 0.61 and was verbally interpreted as very high among the respondents.

In summary, the school fosters trust, mutual respect, and shared values to create a strong sense of unity. Collaboration is encouraged to achieve common goals, while recognizing achievements boosts motivation. Inclusivity is embraced, ensuring diverse perspectives are valued.

Table 19 shows the level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of organizational structure.

Table 19. Level of Organizational Assets of Secondary Schools in terms of Organizational Structure

<i>In our school...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>roles and responsibilities are clearly defined for efficient operations.</i>	6.62	0.62	Strongly Agree
<i>communication channels are open and accessible to ensure smooth coordination.</i>	6.63	0.57	Strongly Agree
<i>the leadership team demonstrates approachability and fosters teamwork.</i>	6.66	0.55	Strongly Agree
<i>decision-making processes involve input from appropriate stakeholders.</i>	6.66	0.55	Strongly Agree
<i>adjustments to the organizational structure are made to adapt to evolving needs.</i>	6.64	0.58	Strongly Agree
Weighted Mean	6.64		
SD	0.57		
Verbal Interpretation		Very High	

The school's leadership team maintains an open and approachable demeanor, promotes teamwork, and ensures decision-making processes incorporate input from relevant stakeholders. The mean ($M = 6.66$) reflects a commitment to transparency, inclusivity, and shared governance, which may contribute to stronger relationships, improved school operations, and a more engaged school community. Moreover, roles and responsibilities are clearly outlined to ensure efficient operations. Despite a slightly lower mean score ($M = 6.62$), it still reflects the highly proficient teacher's positive satisfaction with the school's organizational structure.

The level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of organizational structure attained a weighted mean score of 6.64 and a standard deviation of 0.57 and was verbally interpreted as very high among the respondents.

In summary, the school ensures efficient operations by clearly defining roles and responsibilities while maintaining open communication for smooth coordination. The leadership team fosters teamwork, involves stakeholders in decision-making, and adapts the organizational structure to meet evolving needs.

Table 20 shows the level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of community engagement.

Table 20. Level of Organizational Assets of Secondary Schools in terms of Community Engagement

<i>In our school...</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>partnerships with local organizations enhance educational opportunities for students.</i>	6.69	0.53	Strongly Agree
<i>regular communication with the community fosters transparency and trust.</i>	6.61	0.67	Strongly Agree
<i>community events and activities strengthen the relationship between the school and its stakeholders.</i>	6.63	0.64	Strongly Agree
<i>feedback from the community is valued and integrated into school planning.</i>	6.64	0.60	Strongly Agree
<i>collaborative efforts with parents and guardians support student development and success.</i>	6.70	0.56	Strongly Agree
Weighted Mean	6.65		
SD	0.60		
Verbal Interpretation		Very High	

The school works closely with parents and guardians to promote student growth and achievement. The mean ($M = 6.70$) suggests that the school demonstrates dedication to transparent communication, collective accountability, and strengthening the collaboration between the school and families to support both academic and personal development. Furthermore, consistent communication with the community enhances transparency and trust. Despite a slightly lower mean score ($M = 6.61$), it still demonstrates the highly proficient teacher's positive satisfaction with the school's community engagement.

The level of organizational assets of secondary schools as perceived by the highly proficient teachers in terms of community engagement attained a weighted mean score of 6.65 and a standard deviation of 0.60 and was verbally interpreted as very high among the respondents.

In summary, the school strengthens community engagement by fostering partnerships with local organizations, maintaining transparent communication, and organizing events that build strong stakeholder relationships. Community feedback is valued in school planning, and collaboration with parents and guardians supports student growth and success.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, the investigation has drawn the following conclusion:

The findings indicate that while there are moderately positive to strongly positive correlations between school heads' intrapersonal and interpersonal skills with school operations and organizational assets, these relationships are not statistically significant. Therefore, at the 0.05 level of significance, the hypotheses stating that school heads' intrapersonal skills have no significant relationship with school operations, interpersonal skills have no significant relationship with school operations, intrapersonal skills have no significant relationship with organizational assets, and interpersonal skills have no significant relationship with organizational assets are all accepted. This suggests that these connections are not sustained. While intrapersonal and interpersonal skills remain important for school heads, other factors may have a more direct influence on school operations and organizational assets.

Based on the conclusions, the following recommendations are advised:

1. School administrators may facilitate workshops and training programs that emphasize emotional intelligence, communication, and collaboration to strengthen school leadership effectiveness. Although the study found no statistically significant relationship, intrapersonal and interpersonal skills remain crucial for effective leadership, as reflected in the strength of their correlation with school operations and organizational assets.
2. School principals may consider refining their intrapersonal and interpersonal skills to enhance overall school

performance. By strengthening these abilities, they can foster a more supportive and collaborative work environment, prioritizing the professional growth and well-being of their teaching staff. This approach may lead to higher job satisfaction, improved teacher retention, and a more effective and successful school community.

3. School personnel may enhance school operations by developing intrapersonal and interpersonal skills such as self-awareness, teamwork, and communication. While crucial for school heads, these skills also help non-teaching staff improve coordination, problem-solving, and workplace relationships. Fostering a positive work culture through mutual respect and collaboration strengthens school effectiveness, while providing feedback supports leadership in improving operations.

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