

Leadership Skills of School Administrators of Isabela City Schools Division: Impact on the School-Community Partnership

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Abstract— The purpose of the study was to explore about the leadership skills of school administrators in Isabela City Schools Division and their impact on the school-community partnership. A mixed method design was used combining both the quantitative and qualitative methods. For the quantitative component, total enumeration was applied in the selection of respondents who answered a survey questionnaire to draw information on their leadership skills and the capacity to promote and develop the school-community partnership. For the qualitative component, participants for the Focus Grouped Discussion (FGD) were selected purposefully according to district. In an unstructured interview, the FGD participants in a round table discussion talked about their leadership skills, the level of engagement of the school and community in the different school-community activities and the significance of the school-community partnership.

The findings of the study are as follows: The school administrators excel in communication, show room for improvement in decision making skills, showcase strategic thinking skills, need to develop emotional intelligence and there is also a need to enhance the motivation skills. The assessment of community partnership dimensions reveals that school administrators came out effective in fostering existing partnerships and establishing new ones within the community. However, the analysis conducted at a 0.05 level of significance reveals an r -value of -0.023 , indicating that leadership skills do not predict or correlate significantly with community partnership levels within this sample.

Moreover, direct engagement with community leaders, clear communication of vision and mission, and involvement in decision-making processes are emphasized as effective ways to engage the community. Furthermore, leadership training programs should focus on enhancing skills in recognizing and celebrating community contributions, involving stakeholders in monitoring and program reviews, establishing effective feedback mechanisms, and improving transparency, cultural competency, and motivational skills to strengthen school-community partnerships effectively. These findings underscore the importance of targeted training to address specific areas for improvement and maximize the impact of school heads in building sustainable and mutually beneficial partnerships with the community.

Keywords— Community partnership: Isabela City Schools Division: Leadership skills: School heads: School-community partnership.

I. INTRODUCTION

Effective leadership skills are essential for school administrators to cultivate robust partnerships between schools and the community, which are critical for improving educational experiences and outcomes. These partnerships

encompass collaborations with a wide array of community stakeholders, including parents, local businesses, nonprofit organizations, and government agencies, all aimed at enhancing the educational journey for students. The significance of these strong partnerships and connections within basic education is recognized as a pivotal element in driving school development forward. This approach emerges as a response to challenges identified in the Philippine education sector, notably the country's investment in basic education, which at 3% of the Gross Domestic Product, is lower compared to other Asian nations (Bermudez & Punzalan, 2018). School leaders acknowledge this underinvestment as a significant barrier preventing schools from achieving their goals of delivering quality education to their students (Australian A.I.D., 2012).

On the other hand, local government units (LGUs) often play a key role as the main collaborators in enhancing the country's educational standards. According to Manasan, Celestino, and Cuenca (2011), these units contribute additional financial support to public basic education through the Special Education Fund (SEF), thanks to their access to a consistent financial base designated for the basic education sector.

On this point, Republic Act No. 9155 (also known as the Governance of Basic Education Act of 2001) empowers school leaders to take actions on the establishment of school and community partnerships and encourage active participation of teachers, non-academic personnel, and parents-teachers community associations in ensuring the delivery of programs and projects of the schools. Together with the changes in the national and global frameworks in education, as emphasized by Department of Education Secretary Leonor Briones (2020), this has challenged school leaders' qualification which demands range of skills to strengthen school-community collaboration grounded on common goals.

Mateo (2020) emphasized that the foundation of quality learning outcomes lies in the hands of quality teachers, who are in turn supported by effective school leaders. In response, the agency has put into effect DepEd Order No. 24, s. 2020, also known as the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH). Cabigao (2021) highlighted that this initiative aims to establish clear expectations for school heads across various stages of their professional development, from their initial

steps to exemplary practices. It encourages school heads to continuously strive for higher proficiency levels, supports their professional learning and development, aids in identifying their developmental needs, and facilitates a standardized assessment of their performance.

It is composed of five (5) domains each with strands and indicators or the concrete, observable, and measurable school head behavior and practice. Community engagement is one of the strands with corresponding indicators under the fifth domain, that is, building connections. Other strands in this domain include management of diverse relationships, inclusive practice, and communication (DO 24, s. 2020). Based on the findings of Ross & Gray (2006) in concurrence with the study of Soehner & Ryan (2011), levels of leadership had positive outcome on teacher efficacy, their commitment to school mission, school-community partnerships and learning achievement. Thus, they concluded that increasing level of leadership will practically contribute to overall learning achievement. Moreover, Sebastian, Allensworth & Stevens (2014) proved that learners' participation is associated with leadership specifically organizational support. Hence, it can be said that leadership skills may indirectly impact enrolment rate, completion rate and the cohort survival rate of the schools. These indicators are encapsulated as the performance indicators of a certain school specifically in the basic education institutions.

Many studies have been conducted about the leadership skills and school-community partnerships. However, gaps still exist despite the rigorous efforts of some researchers in looking for the impact of leadership on the community. For instance, there is a need for more nuanced research on how different leadership styles impact the effectiveness of school-community partnership, identifying the specific skills and knowledge that leaders need to effectively develop and manage school-community partnership, understanding on how leadership effects the long-term sustainability of school-community partnerships, the impact of leadership on inclusivity and equity of school-community partnership, and understanding the role of community leaders in initiating, shaping, and sustaining partnerships. Thus, understanding the impact of leadership skills on school-community partnerships in Isabela City Schools Division is important for several reasons. Firstly, it can provide insights into the current state of school-community partnerships in the division and identify areas for improvement. Secondly, it can shed light on the specific leadership skills that administrators need to effectively engage with the community. Lastly, the research can contribute to the existing literature on school-community partnerships, particularly in the context of a diverse and challenging environment like Isabela City.

By examining the relationship between leadership skills of school administrators and the quality of school-community partnerships, this research aimed to provide valuable recommendations for enhancing collaboration between schools and the community. These recommendations can help administrators, policymakers, and other stakeholders in Isabela City Schools Division develop strategies to strengthen

school-community partnerships, ultimately leading to improved educational outcomes for students.

Statement of the Problem

The research explored the leadership skills of school administrators in Isabela City Schools Division and its impact on the school-community partnership.

Specifically, this study sought to answer the following questions:

1. What is the level of leadership skills of the respondents in terms of:
 - a. Communication;
 - b. Decision-Making;
 - c. Strategic Thinking;
 - d. Emotional Intelligence; and
 - e. Motivation?
2. What is the level of community partnership of the respondents in terms of:
 - a. Promoting Partnership; and
 - b. Developing Partnership?
3. Is there a significant relationship between the leadership skills and community partnership skills of the respondents?

II. METHODOLOGY

A. Research Design

This study employed a quantitative, descriptive-correlational research design. It was descriptive because it determined the level of leadership skills of school administrators in terms of communication, decision-making, strategic thinking, emotional intelligence, and motivation, as well as the level of community partnership in terms of promoting and developing partnership. It was correlational because it examined whether there is a significant relationship between leadership skills and community partnership. Data were gathered through standardized survey questionnaires, and appropriate descriptive statistics (mean, standard deviation) and inferential statistics (Pearson r) were used to answer the research questions.

B. Research Respondents

The target subjects of the study were the elementary school heads in the division of Isabela City, situated in Basilan Province. At present, the division comprises 9 districts with a total of 63 elementary schools, including four central schools. Each school is headed by school principals, head teachers, and teachers-in-charge. These school heads were the respondents of the study.

C. Data Analysis

Data gathering procedure

Permission to conduct the study was secured from the schools' division superintendent to allow the researcher to use the school head of all elementary schools under the Isabela City Schools Division as respondents. Before administering the instrument to the respondents, each of them was oriented about the study before they are asked to accomplish the questionnaire. Schedules was set according to the convenience of the respondents to generate reliable and valid information

from the source. The data was consolidated immediately after all the instruments are collected.

The qualitative data was collected through focus group discussions (FGD). One representative from each district was invited for FGD and was identified in accordance to his/her convenience. The researcher hired one research assistant to take minutes and other necessary recordings. All narratives were transcribed for proper analysis.

Statistical treatment of the data

To answer problem number 1 and 2, weighted mean and standard deviation was used.

To answer problem number 3, Pearson-r was used. To answer problem number 4 and 5.

III. RESULTS AND DISCUSSION

A. Level of Leadership Skills of the Respondents

TABLE 1. Mean Distribution of Response Under the Communication of the Leadership Skills

Communication	Mean	Qualitative Interpretation	SD
1. When assigning tasks, I consider people's skills and interests.	4.71	Very Often	0.52
2. My actions show people what I want from them.	3.06	Sometimes	1.29
3. I make time to learn what people need from me, so that they can be successful.	3.95	Often	0.96
Area Mean	3.91	Often	0.59

This table presents data on self-reported leadership communication skills, focusing on how leaders assign tasks, demonstrate expectations through actions, and invest time in understanding the needs of their team members. The responses are quantified using a numerical mean score, accompanied by a qualitative interpretation and the standard deviation (SD) for each statement. Let's analyze each statement in detail:

On Statement 1 (When assigning tasks, I consider people's skills and interests), a Mean Score of 4.71, indicating that school heads very often shows their leadership skills by taking into account the skills and interests of their team members when assigning tasks. This suggests a high level of attentiveness to the strengths and preferences of individuals in the team, which can enhance job satisfaction and performance. A standard deviation of 0.52, showing a low variation in responses, which indicates a strong consensus among leaders on the importance of matching tasks with individuals' skills and interests.

On Statement 2 (My actions show people what I want from them), a Mean Score of 3.06, suggesting that school heads only sometimes show their leadership skills by effectively communicate their expectations through their actions. This reflects a potential area for improvement in non-verbal communication and modeling the behavior they expect from their team. A standard deviation of 1.29, indicating a high variation in responses. This wide range suggests that some leaders are much better at this aspect of communication than others.

On Statement 3 (I make time to learn what people need from me, so that they can be successful), a Mean Score of

3.95, showing that school heads often demonstrated their leadership skills by making an effort to understand the needs of their team members to support their success. This reflects a proactive approach to leadership that focuses on empowering and enabling team members. A standard deviation of 0.96, indicating a moderate variation in responses. While there's a general trend towards making time for others, the extent to which leaders do this varies.

The Area Mean of 3.91, with a qualitative interpretation of "Often" and a standard deviation of 0.59, suggests that, on average, the school heads surveyed often tend to demonstrate their leadership skills to communicate effectively with their team members, particularly in terms of task assignment and supporting their team's success. However, there is room for improvement in consistently demonstrating expectations through actions.

TABLE 2. Mean Distribution of Response Under the Decision-Making of the Leadership Skills

Decision-Making	Mean	Qualitative Interpretation	SD
4. When circumstances change, I struggle to know what to do (R).	2.62	Sometimes	1.13
5. I make exceptions to my rules and expectations. It's easier than being the enforcer all the time! (R)	1.52	Not at All	0.74
6. I expect nothing less than exceptional results from people.	3.67	Often	1.22
Area Mean	2.60	Rarely	0.58

This table presents data on self-reported leadership decision-making skills with mean values of each statement. The focus remains on leaders' adaptability to change, consistency in rule enforcement, and expectations for team performance.

On Statement 4 (When circumstances change, I struggle to know what to do), a Mean Score of 2.62, indicating that school heads sometimes struggle with adaptability when circumstances change. This suggests a better level of adaptability and decision-making under uncertainty. A standard deviation of 1.13, showing a wide variation in responses, which implies that while some leaders adapt well to changes, others find it significantly challenging.

On Statement 5 (I make exceptions to my rules and expectations. It's easier than being the enforcer all the time!), a Mean Score of 1.52, which indicates that school heads does not show their leadership skills at all in making exceptions to their rules and expectations. This suggests a strong tendency towards consistency in rule enforcement. A standard deviation of 0.74, indicating moderate variation in responses. Despite some variability, there's a general trend towards maintaining consistency in expectations and rule enforcement.

On Statement 6 (I expect nothing less than exceptional results from people), a Mean Score of 3.67, suggesting that school heads often show their leadership skills and have high expectations for their team's performance. This ambition for excellence is commendable but may also indicate a risk of setting potentially unrealistic expectations. A standard

deviation of 1.22, indicating a high variation in responses, which suggests differing views among leaders on the level of results they expect from their teams.

An Area Mean of 2.60, with a qualitative interpretation of "Rarely" and a standard deviation of 0.58, suggests that, on average, school heads rarely show their leadership skills in exhibiting these decision-making behaviors. The "Rarely" categorization reflects a hard approach to decision-making, with lack of strengths in maintaining rule consistency.

TABLE 3. Mean Distribution of Response Under the Strategic Thinking of the Leadership Skills

Strategic Thinking	Mean	Qualitative Interpretation	SD
7. I enjoy planning for the future.	3.56	Often	1.10
8. I'm optimistic about life, and I can see beyond temporary setbacks and problems.	4.46	Very Often	0.59
9. I doubt myself and my ability to succeed (R).	2.70	Sometimes	1.31
Area Mean	3.57	Often	0.54

This table focuses on the strategic thinking aspect of leadership skills, presenting data on leaders' attitudes towards future planning, optimism, and self-doubt. Each statement is evaluated based on the mean response, accompanied by a qualitative interpretation and the standard deviation (SD). Statements marked with (R) are reversed in their implication towards positive strategic thinking qualities.

On Statement 7 (I enjoy planning for the future), a Mean Score of 3.56, indicating that school heads often demonstrate their leadership skills through enjoyment in planning for the future. This suggests a proactive approach to leadership, with a tendency to anticipate and prepare for upcoming challenges and opportunities. A standard deviation of 1.10, showing a considerable variation in responses. While many leaders are inclined towards future planning, there's a significant number who may not share this enthusiasm to the same extent.

On Statement 8 (I'm optimistic about life, and I can see beyond temporary setbacks and problems), a Mean Score of 4.46, showing that leaders are generally optimistic and capable of looking beyond immediate challenges. This optimism is crucial for strategic thinking, as it enables leaders to maintain a positive outlook and focus on long-term goals despite short-term obstacles. A standard deviation of 0.59, indicating relatively low variation in responses. This suggests a strong and consistent tendency among school heads to remain optimistic.

On Statement 9 (I doubt myself and my ability to succeed), a Mean Score of 2.70, suggesting that leaders sometimes experience self-doubt. While it's normal to have moments of uncertainty, excessive self-doubt can hinder effective strategic thinking and decision-making. A standard deviation of 1.31, showing a high variation in responses. This indicates that while some leaders rarely doubt their abilities, others may frequently struggle with self-confidence.

An Area Mean of 3.57, with a qualitative interpretation of "Often" and an SD of 0.54, suggests that, on average, school heads exhibit positive strategic thinking behaviors frequently.

The "Often" categorization reflects a general strength in strategic thinking among the school heads surveyed.

TABLE 4. Mean Distribution of Response Under the Emotional Intelligence of the Leadership Skills

Emotional Intelligence	Mean	Qualitative Interpretation	SD
10. When someone is upset, I try to understand how they are feeling.	2.87	Sometimes	1.04
11. I get upset and worried quite often in the workplace (R).	1.90	Rarely	0.82
12. I feel threatened when someone criticizes me (R).	1.48	Not at All	0.76
13. I expect my people to work harder than I do (R).	2.37	Rarely	0.99
Area Mean	2.15	Rarely	0.42

The table provides insights into the emotional intelligence aspect of leadership skills, focusing on empathy, emotional stability, receptiveness to criticism, and expectations of team effort. Statements with an (R) are reverse-scored, meaning lower scores indicate more positive attributes of emotional intelligence in these contexts.

On Statement 10 (When someone is upset, I try to understand how they are feeling), a Mean Score of 2.87, suggesting that school heads sometimes make an effort to understand the feelings of others when they are upset. This indicates a moderate level of empathy, a crucial component of emotional intelligence. An SD of 1.04, indicating variability in responses. This variability suggests differences in how leaders perceive and act upon their empathetic inclinations.

On Statement 11 (I get upset and worried quite often in the workplace), a Mean Score of 1.90, suggesting that school heads rarely get upset and worried in the workplace. This indicates a level of emotional stability, which is important for managing stress and leading effectively under pressure. An SD of 0.82, showing some variability, indicating that while most leaders maintain emotional stability, a subset might experience emotional disturbances more frequently.

On Statement 12 (I feel threatened when someone criticizes me), Mean Score of 1.48, indicating that school heads generally do not feel threatened by criticism. This suggests a high level of emotional resilience and openness to feedback, essential for personal and professional growth. An SD of 0.76, showing relatively low variability, suggesting that most leaders share this positive trait of being receptive to criticism.

On Statement 13 (I expect my people to work harder than I do), a Mean Score of 2.37, suggesting that school heads rarely have unrealistic expectations regarding their team's effort compared to their own. This indicates a fair approach to workload distribution and an understanding of the importance of leading by example. An SD of 0.99, indicating variability, which suggests that leaders' views on this aspect can differ significantly.

An Area Mean of 2.15, with a qualitative interpretation of "Rarely" and an SD of 0.42. This overall mean suggests that, on average, school heads display behaviors associated with high emotional intelligence relatively infrequently, according to the scoring of this survey. However, the qualitative

interpretation of "Rarely" seems more aligned with the positive side of emotional intelligence due to the nature of reverse-scoring in this context. This means leaders generally exhibit good emotional stability, are receptive to criticism, and have fair expectations of their teams, but there is room for improvement in consistently practicing empathy.

TABLE 5. Mean Distribution of Response Under the Motivation of the Leadership Skills

Motivation	Mean	Qualitative Interpretation	SD
14. I think that personal feelings shouldn't be allowed to get in the way of performance and productivity (R).	1.71	Not at All	0.87
15. I am highly motivated because I know I have what it takes to be successful.	2.70	Sometimes	1.33
16. Time spent worrying about team morale is time that's wasted (R).	1.65	Not at All	0.68
17. When working with a team, I encourage everyone to work toward the same overall objectives.	4.24	Very Often	0.95
18. I think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills and challenging themselves (R).	2.40	Rarely	1.16
Area Mean	2.54	Rarely	0.41

The table provides data on the motivation aspect of leadership skills, encompassing leaders' views on personal feelings, self-efficacy, team morale, collaborative objectives, and the balance between task specialization and skill development. Statements with an (R) are reverse-scored, indicating that lower scores reflect more positive leadership attributes in the context of motivation.

On Statement 14 (I think that personal feelings shouldn't be allowed to get in the way of performance and productivity), a Mean Score of 1.71, suggesting that school heads do not show their leadership skills in believing personal feelings that obstruct performance and productivity. This indicates a non-recognition of the importance of emotional aspects in the workplace. An SD of 0.87, showing some variability, suggesting differences in school heads' approaches to balancing emotional considerations with productivity.

On Statement 15 (I am highly motivated because I know I have what it takes to be successful), a Mean Score of 2.70, indicating that school heads sometimes feel highly motivated by their self-belief in their success potential. This reflects a moderate level of self-efficacy. An SD of 1.33, indicating significant variability, suggesting that while some leaders have high self-confidence, others may not share this sentiment to the same extent.

On Statement 16 (Time spent worrying about team morale is time that's wasted), a Mean Score of 1.65, showing that school heads do not view concern for team morale as a waste of time. This underscores the value placed on team morale in achieving productivity and success. An SD of 0.68, indicating

relatively low variability, suggesting a general consensus on the importance of team morale among leaders.

On Statement 17 (When working with a team, I encourage everyone to work toward the same overall objectives), a Mean Score of 4.24, indicating that school heads very often encourage team alignment towards common objectives. This highlights a very strong emphasis on collaborative goal-setting and teamwork. An SD of 0.95, showing some variability but indicating that most leaders prioritize and practice fostering a unified team direction.

On Statement 18 (I think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills and challenging themselves), a Mean Score of 2.40, suggesting that school heads rarely believe in limiting team members to repetitive tasks without opportunities for learning and growth. This reflects a recognition of the value of skill development and challenge in team performance. An SD of 1.16, indicating variability, suggesting differing views on the balance between task specialization and skill development.

An Area Mean of 2.54, with a qualitative interpretation of "Rarely" and an SD of 0.41. This overall mean suggests that, on average, school heads rarely exhibit positive motivational behaviors with moderate frequency. The qualitative interpretation aligns with the individual scores, indicating a balanced approach to motivation that considers emotional aspects, self-efficacy, team morale, collaborative objectives, and skill development.

B. Level of Community Partnership of the Respondents

TABLE 6. Mean Distribution of Response Under the Promoting Partnership of the Community Partnership

Promoting Partnership	Mean	Qualitative Interpretation	SD
1. A community partnership committee is formed.	4.17	Often	0.68
2. Parent-Teacher Associations are activated.	4.27	Very Often	0.85
3. The organizational culture of the school in support of community partnership is encouraged.	4.44	Very Often	0.64
4. Sociocultural and humanitarian sessions are organized between the school and the local community members.	4.21	Very Often	0.68
5. There are effective channels of communication between the school personnel and the local community.	4.22	Very Often	0.73
6. The educational process is enriched by benefiting from the community's organizations.	4.02	Often	0.73
7. The school facilities are allowed to serve the local community.	3.92	Often	1.02
8. Donors help to manage the educational programs.	4.06	Often	0.88
9. School bulletin board or announcement is used to introduce the concept of community partnership to its personnel.	4.16	Often	0.83
10. The members of the local community are involved in exhibitions and workshops to serve the school and the local community.	4.11	Often	0.72

11. Participation in organizing cleaning campaigns for public facilities such as parks, mosques/church is encouraged.	4.29	Very Often	0.73
12. The students are encouraged to produce within the school to support the needs of the school and the local community.	4.14	Often	0.80
13. The school personnel are trained to activate the school-community partnership.	4.27	Very Often	0.63
14. Extracurricular activities pay more attention to community partnership.	3.95	Often	0.83
15. The role of local community members is highlighted in activating community partnership.	4.24	Very Often	0.59
16. The vision for the local community regarding cooperation with schools are clear.	4.46	Very Often	0.59
17. The school personnel are allowed to develop cooperation with the local community.	4.41	Very Often	0.71
18. Supportive administrative personnel specialized in developing the relationship with the local community is available.	4.41	Very Often	0.61
19. The establishment of cooperative relationships with the local community institutions is allowed.	4.25	Very Often	0.74
Area Mean	4.21	Very Often	0.41

The data in Table provides insights into various aspects of promoting partnership within the community partnership framework, as perceived or reported by respondents. The table lists 19 items related to community partnership initiatives and activities, their mean scores, qualitative interpretations, and standard deviations (SD).

The mean scores range from 3.92 to 4.17, all falling within the "Often" category of the qualitative interpretation scale. This suggests that, on average, the respondents believe these activities and initiatives occur frequently within the context of promoting community partnerships.

All items are qualitatively interpreted as "Often," indicating a consistent perception that these community partnership initiatives are regularly implemented or observed. The SD values range from 0.59 to 1.02, which provides insight into the variability or consensus among respondents' perceptions regarding each item.

The highest mean scores are observed for items like "The vision for the local community regarding cooperation with schools is clear" (4.46) and "The organizational culture of the school in support of community partnership is encouraged" (4.44), indicating a very strong tendency to promote or develop clear vision and cultural support for community partnership. The relatively low SD for these items (0.59 and 0.64, respectively) suggests a high level of agreement among respondents about these aspects.

The lowest mean score is observed for "The school facilities are allowed to serve the local community" (3.92), though it still falls within the "Often" category. The higher SD (1.02) for this item compared to others indicates a broader

range of responses, suggesting that perceptions vary more widely regarding the use of school facilities by the local community. This could be an area for targeted improvement.

The overall area means of 4.21 with an SD of 0.41 indicates a very strong and relatively consistent perception that promoting partnership activities occur very often. However, the range of SD values across individual items suggests varying levels of consensus about specific aspects of community partnership initiatives.

TABLE 7. Mean Distribution of Response Under the Developing Partnership of the Community Partnership

Developing Partnership	Mean	Qualitative Interpretation	SD
20. The school's visions and missions include a clear direction towards activating the school-community partnership.	4.43	Very Often	0.56
21. The school formed a specialized committee to activate the community partnership.	4.29	Very Often	0.68
22. The school has concluded agreements with the community institutions, caring for the students in all aspect.	4.27	Very Often	0.72
23. The school prepares an operational plan to ensure that its facilities are employed to serve the local community.	4.17	Often	0.52
24. The school implements the community service programs according to its strategic plans.	4.13	Often	0.61
25. The school allows the exchange of experiences with the local community in order to achieve its desired goals.	4.13	Often	0.71
26. Specialized center is established to provide advice to the local community.	3.90	Often	0.69
27. The school investigates the community's urgent needs and problems.	3.78	Often	0.94
28. The school provides programs and courses to raise the educational and cultural levels of the students and the local community.	3.89	Often	0.84
29. The school dedicates an open medical day to the local community in partnership with the competent authorities.	3.73	Often	0.97
30. Partnerships empty spaces of the school to be used for developments by the local community organizations.	3.84	Often	1.08
Area Mean	4.06	Often	0.57

The data in Table focuses on aspects of developing partnership within the community partnership framework, detailing the mean responses, qualitative interpretations, and standard deviations (SD) for various initiatives and activities. This analysis aims to understand how these initiatives are perceived in terms of frequency and consensus among respondents.

The mean scores range from 3.73 to 4.17, all classified under the "Often" category, suggesting that respondents

generally perceive these activities as frequently occurring within the context of developing community partnerships. Each item's qualitative interpretation as "Often" indicates a consistent view that these initiatives are regular practices. The SD values range from 0.52 to 1.08, providing insights into the variability or agreement levels among respondents regarding each item.

The highest mean score (4.43) is for the school's visions and missions including a clear direction towards activating the school-community partnership, with a relatively low SD (0.56), indicating a strong consensus on this aspect. This highlights the importance of strategic vision in fostering community partnerships. The formation of a specialized committee to activate community partnership (4.29) and the conclusion of agreements with community institutions (4.27) scored very highly, suggesting these are very common practices. The preparation of an operational plan for employing school facilities for community service (4.17) and the implementation of community service programs (4.13) further indicate a structured approach to developing partnerships. Exchange of experiences with the local community (4.13) and the establishment of a specialized center for community advice (3.90) showcase efforts to engage and support the community. Investigating community needs and problems (3.78) and providing educational and cultural programs (3.89) reflect a responsive approach towards community development. Organizing an open medical day (3.73) and dedicating school spaces for community development (3.84) have the lowest mean scores but are still considered to occur often. The higher SDs (0.97 and 1.08, respectively) suggest more variability in responses, indicating these initiatives might not be as uniformly implemented or perceived.

The area means of 4.06 with an SD of 0.57 suggests a generally positive perception of the frequency and effectiveness of development partnership activities, with a reasonable level of consensus among respondents.

C. Significant Relationship Between Leadership Skills and Community Partnership

TABLE 8. Inferential computations of the quantitative data using Pearson-r

		Leadership Skills	Community Partnership
Leadership Skills	Pearson Correlation	1	-0.023
	Sig. (2-tailed)		0.860
	N	63	63
Community Partnership	Pearson Correlation	-0.023	1
	Sig. (2-tailed)	0.860	
	N	63	63

Tested at 0.05 level of significance, an r-value of -0.023 is very close to 0, indicating a negligible linear relationship between leadership skills and community partnership. The negative sign suggests a slight inverse relationship, but given the magnitude of the coefficient, this relationship is not practically significant. A p-value of 0.860 is much higher than the conventional alpha level of 0.05, indicating that the correlation observed (-0.023) is not statistically significant. In other words, any observed correlation (or lack thereof)

between leadership skills and community partnership is likely due to chance.

Given the Pearson correlation of -0.023 and the significance level of 0.860, we can conclude that there is no meaningful or statistically significant relationship between leadership skills and community partnership within this data set. The leadership skills of individuals do not predict or significantly correlate with the level of community partnership in a manner that is statistically discernible with this sample size.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings enumerated in this study, the following were concluded:

Tested at 0.05 level of significance, the hypothesis is hereby not rejected. That is, there is no relationship between the level of leadership skills and community partnership of school heads. The findings indicate a negligible and statistically insignificant linear relationship between leadership skills and community partnership. This suggests that within the context of this study, leadership skills do not have a significant linear correlation with the level of community partnership. The slight negative correlation observed is not deemed practically significant. The data also shows that school heads have a moderate level or weak leadership skills.

The assessment of school heads' leadership skills and community partnership levels reveals valuable insights. While communication and strategic thinking skills are strong, decision-making, emotional intelligence, and motivation skills require improvement to enhance overall leadership capabilities. On the community partnership front, promoting and developing activities are perceived positively, indicating effective efforts in fostering partnerships. However, the analysis shows no significant relationship between leadership skills and community partnership levels, suggesting that leadership skills do not predict community partnership success within this sample. Moving forward, leadership training programs should focus on enhancing skills in recognizing and celebrating community contributions, involving stakeholders in monitoring and program reviews, establishing effective feedback mechanisms, and improving transparency, cultural competency, and motivational skills to strengthen school-community partnerships effectively. These findings underscore the importance of targeted training to address specific areas for improvement and maximize the impact of school heads in building sustainable and mutually beneficial partnerships with the community.

Recommendations

Based on the comprehensive findings regarding the leadership skills of school heads and the level of community partnership, as well as the analysis of the relationship between leadership skills and community partnership, the following recommendations can be made for the application of these findings:

1. Given the strengths and weaknesses identified in leadership skills, it is recommended to provide targeted training programs

for school heads. Focus areas should include enhancing decision-making skills, emotional intelligence, and motivation skills to ensure a more well-rounded leadership approach.

2. The positive perception of community partnership efforts indicates a strong foundation. To further enhance community partnerships, school heads should focus on developing new partnerships through innovative strategies.

3. The identified training needs emphasize the importance of recognizing community contributions, involving stakeholders in monitoring processes, establishing feedback mechanisms, and assessing engagement effectiveness.

4. Addressing challenges such as lack of community support, cultural differences, and difficult relationships with local government requires proactive solutions. Utilizing community leaders, incentivizing engagement, formalizing partnerships, and diversifying engagement during school activities are practical steps to overcome these challenges and foster mutually beneficial partnerships aligned with community needs.

5. Future researchers may consider exploring alternative factors that influence community partnership in schools, as the current study reveals no significant relationship between leadership skills and community partnership. It is possible that other variables, such as school culture, teacher engagement, or parental involvement, play a more critical role in fostering effective community partnerships.

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