



POLITICAL SKILLS OF SCHOOL HEADS: BASIS FOR COMPETENCY DEVELOPMENT PROGRAM FOR COMMUNITY LEADERS

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ABSTRACT

This study sought to determine the political skills of school heads as basis for competency development of community leaders. This study made use of a descriptive survey research method. It is descriptive because the data are presented in quantitative descriptions on the “Political skills of school heads: basis for Competency Development of Community Leaders”. This study was conducted to the school heads of Matanao 2 district. The respondents assessed the level of political skills of school heads. Universal sampling procedure was used in determining the respondents considering the small number of teacher-respondents in the research locale. Through a comprehensive analysis of the political competencies exhibited by school heads, this research aims to establish a correlation between these skills and effective community leadership. By examining the strengths and areas of improvement in the political skill set of school heads, this study seeks to provide insights into how enhancing these skills can contribute to the overall development of community leaders. The findings offer valuable recommendations for tailored training programs and resources to boost the political acumen of school heads, thereby fostering improved community leadership and societal advancement. This study revealed that political skills of school heads is high although there are still areas that they need competency development to be more effective in managing schools.

KEYWORDS: Political skills, development for community leaders

INTRODUCTION

Leaders often rely on their political skill (whether they are aware of it or not) to achieve work- related goals, manage work groups or teams, and navigate leadership challenges. To maximize the positive impact of political skill on others and on their organizations, we recommend that leaders utilize four practices: social awareness, interpersonal influence, networking, and sincerity. Each of these political skill practices is briefly defined below (Ferris et al. 2005).

Gottman (2008) stressed that leaders use political skill to motivate and compel others to act and to access critical resources needed by their work teams. Contrary to the stereotypical perceptions of being political, the correct use of political skill also positions leaders to be seen as trusting and reputable within both their work teams and their organizations. Thus, when used collectively, these political skill practices permit leaders to exert greater influence on others and to help their work teams increase their efficiency and productivity.

Asher (2013) unfolded that political skills are generally perceived to be more effective. It is important to understand how leaders can apply the four political skill practices to navigate common and critical leadership challenges. Given the importance of political skill in helping leaders navigate challenges and keeping their careers on track, thus, demonstrating political skill is essential for effective leadership.

Gottlieb (2006) unveiled that leaders who demonstrate strong political skill experience better quality relationships with their followers, better 360-degree evaluations of leadership performance, and their followers also experience better performance evaluations. The authors define political skill as the ability to identify and understand the



motivations and needs of others to influence others to ensure the attainment of individual, group, or organizational goals. This ability ensures that followers will have a leader who understands them, who enables them to achieve their own goals, and who is able, through political skill, to attain the resources needed to achieve group goals. Strong leaders have strong political skills.

In the Division of Davao Del Sur, particularly in Matanao II District, it is noticeable that some school leaders have problem in gaining the support of the teachers and parents. This oftentimes causes conflict among teachers and stakeholders. The researcher being a teacher in these district ventures on a study begins of this problem can be resolved. Hence, this study.

This study aims at determining the level of influence of political skills of school heads and teachers in relation to the involvement of parents in school. Specifically, it seeks to determine the answers of the following problems:

What is the level of influence of the political skills of school heads and teachers in terms of the following:

- 1.1 Social Awareness
- 1.2 Interpersonal Influence
- 1.3 Networking
- 1.4 Sincerity?
2. Is there a significant influence on the political skills of school heads and teachers on the parents’ involvement in school?

METHODOLOGY

Research Design

This study will employ the non-experimental descriptive survey research design in investigating the research problem. It is descriptive because the data are presented in quantitative descriptions on the “Political Skills of School Heads: basis for Competency Development of Community Leaders”. According to Good (2005), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2005).

Respondents and Sampling

This study will be conducted on all public elementary schools in the division of Davao Del Sur particularly in Matanao II District. The respondents of this study will be the 203 teachers to evaluate the 21 school heads in the district. Universal sampling procedure will be used in this study considering the minimal number of respondents. The research respondents will be rated by their district supervisor on how they conduct of clinical supervision.

Table 1. Distribution of Respondents

MATANAO II

School	No. of Teacher-respondents
Asbang Elementary School	7
Asinan Elementary School	7
Bangkal Elementary School	20
Buri Elementary School	14
Cabasagan Elementary School	8
Colonsabac Elementary School	7
Donganpekong Elementary School	10
Glout Towak Elementary School	14
Kapoc Elementary School	8
La Suerte Elementary School	11
Langaan Elementary School	7
MH Del Pilar Elementary School	8
Manga Central Elementary School	19



Marciano Apiag Elementary School	7
Savoy Elementary School	14
Saub Elementary School	7
Sitio Project Elementary School	7
Sulatorio Elementary School	8
Tamlangon Elementary School	6
Tibongbong Elementary School	7
TFS of Datalfitak	7
TOTAL	203

Research Instruments

This study will utilize the researcher-made questionnaire which items focus on the political skills of school heads in managing school and the community. The questionnaire will be pilot tested to a school that is not a respondent to this study using cron Bach alpha to test its validity and reliability.

To determine the level of political skills of school heads, the following continuum will be used.

Interval	Level	Criteria
4.20 – 5.0	VERY HIGH	When the political skills of school heads in the conduct of clinical supervision during instruction observation is always manifested
2.40 – 3.19	HIGH	When the political skills of school heads in the conduct of clinical supervision during instruction observation is oftentimes manifested
1.60 – 2.39	MODERATE	When the political skills of school heads in the conduct of clinical supervision during instruction observation is manifested sometimes only
80 – 1.59	LOW	When the political skills of school heads in the conduct of clinical supervision during instruction observation is seldom manifested
0 - 79	VERY LOW	When the political skills of school heads in the conduct of clinical supervision during instruction observation is never manifested

Data Gathering Procedure

At the outset of the data gathering procedure, the researcher drafted a letter seeking permission for the research study to be conducted, which was sent to Dr. Nelson Lopez, CESO VI, the Schools Division Superintendent in the Division of Davao Del Sur and to the Elementary School Principals of the elementary schools in Matanao II District.

While letters seeking permission were delivered to the DepEd Schools Division Superintendent and principals concerned, the researcher constructed a questionnaire, had it validated by the experts, and pilot tested it using Cronbach's alpha.

After permission had been granted for the study to be conducted in the research locale and after the research questionnaire had been thoroughly examined by the expert validators and pilot tested, the researchers launched the questionnaire into the field and retrieved them from the respondents personally after a few days.

Finally, the raw scores were submitted to the statistician for statistical computation, after which the researcher subjected them to analysis and interpretation.

Data Analysis

The following statistical tools were used in the analysis and interpretation of the responses in this study.

Mean was used to determine the level of supervisory skills of school heads in Matanao II District.



RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the political skills of school heads as basis for competency development of community leaders.

This study made use of a descriptive survey research method. It is descriptive because the data are presented in quantitative descriptions on the “Political skills of school heads: basis for Competency Development of Community Leaders”.

This study was conducted to the school heads of Matanao 2 district. The respondents assessed the level of political skills of school heads. Universal sampling procedure was used in determining the respondents considering the small number of teacher-respondents in the research locale.

This study revealed that political skills of school heads is high although there are still areas that they need competency development to be more effective in managing schools.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The level of political skills of school heads in terms of social awareness is Very High. The level of political skills of school heads in terms of interpersonal influence is High. The level of political skills of school heads in terms of networking is High and the level of political skills of school heads in terms of sincerity is High.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following suggestions and recommendations are offered:

It is suggested that the Department of Education should stress the importance of school-based management and political skills of school heads is of utmost importance. They should develop and implement continuous training programs focusing on further enhancing the social awareness skills of school heads. This can be achieved through workshops, seminars, or coaching sessions specifically targeting areas for improvement, create mentorship opportunities for school heads to enhance their interpersonal influence skills. Pairing them with experienced leaders who excel in this area can provide valuable guidance and practical strategies for improving their interpersonal influence, establish networking initiatives and platforms for school heads to expand their professional networks. Encouraging participation in industry events, collaboration with other educational institutions, and engagement with community leaders can further develop their networking skills. emphasize the importance of sincerity in all interactions and decision-making processes. Incorporate values of transparency, honesty, and integrity in leadership development programs to reinforce the significance of sincerity as a foundational political skill for school heads. facilitate peer learning opportunities for school heads to exchange best practices and strategies for enhancing their political skills. Encouraging a culture of knowledge sharing and collaboration can foster a community of practice focused on continuous improvement in political competencies.

The School Administrator should have initiated school-based programs and partnership programs that would entice the teachers and stakeholders to work happily to achieve the goals and vision of the school.

Future researchers are encouraged to conduct a comprehensive study on the political skills of school heads in conjunction with other variables related to school management. By exploring how political skills of school heads interact with and influence other aspects of school leadership and management, researchers can gain a deeper understanding of the complexities involved in effective school governance. By examining how political skills align with or impact variables such as decision-making processes, communication strategies, conflict resolution mechanisms, staff motivation, resource allocation, and strategic planning, researchers can uncover valuable insights into how the political acumen of school leaders contributes to overall school effectiveness. Such a study could shed



light on the intricacies of school leadership dynamics and provide evidence-based recommendations for improving leadership practices and enhancing organizational performance in educational settings. By delving into the interplay between political skills and other key variables in school management, future researchers can contribute to the broader discourse on effective leadership in education and offer practical implications for school leaders, policymakers, and stakeholders.

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