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PRINCIPALS' MANAGERIAL SOCIO-CULTURAL SKILLS: IT'S IMPACT ON THE SCHOOLS PERFORMANCE

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ABSTRACT

The aim of this study is to determine the principals' managerial socio-cultural skills: It's impact on the senior high school's performance. This study aimed to determine the level of principal managerial skills; socio-cultural skills; senior high school performance. Also, the significant relationship between principal managerial skills and school performance, moreover significant relationship between principals' socio-cultural skills and school performance.

The descriptive designed to gather information about present and existing conditions. Is determined and reported the way things were. The descriptive method appeared to be the most appropriate one for this study. The respondents of this study will be consisted of Stand Alone Senior High School consist of 187 teachers in Divisions of Laguna, Province of Laguna. A research made – questionnaire was employed as part of the instrument in gathering the data and validated by selected master/head teacher in different schools in Division of Laguna. The statistical treatment of the data was used to compute, weighted mean and standard deviation for determine the level and Pearson-r Correlation also used to determine the significant relationship, then analyze and interpret the data given by the respondents.

The results reveal that the level of principals' managerial skills was verbal interpretation of very high. Also, the level of principal in socio-cultural skills was verbal interpreted of very high. This suggests that they support integrating managerial and socio-cultural skills into the school that can benefit the school head leadership. This indicates that Education Leaders must commit to and encourage their subordinates and personnel in promoting harmonious relationship and good camaraderie among themselves. The level of senior high school performance across the school year was most of them slightly fluctuates, which means during the last three school years the senior high schools school performance in the entire of division of laguna was decrease, maybe one of the reasons for the decrease is that the pandemic had an effect on the students as well as on the parents. The significant relationship between principals' managerial skills and school performance shows that nine of them got significant while the rest are not significant, which means accept the null hypothesis. Lastly the relationship between principals' socio-cultural skills and school performance, receive most of them not significant while every school performance got significant for every variable, which means the null hypothesis is accepted.

Relationship Between Principals' Managerial Skills and Senior High School Performance is found significant with regards the relationships among interpersonal skills, promotion rate, retention rate, and awards received. Significant correlations were identified between communication and motivation, graduation rate, and awards received. A very weak negative relationship was found between organization and delegation skills and graduation rate, implying that lower proficiency in organization and delegation may lead to higher graduation rates. The forward planning and strategic thinking and problem solving and decision-making have significant correlation for graduation rate and awards received respectively.

Relationship Between Principals' Socio-Cultural Skills and Senior High School Performance. The negative relationships observed between valuing diversity, speech etiquette, cultural knowledge and religious beliefs, suggest that there may be factors related to socio- cultural competencies that are associated with student outcomes. Principals who demonstrate higher levels of these skills may need to consider strategies to lessen any negative effects on graduation and completion rates. Conversely, the positive relationship between cultural knowledge and enrollment rate highlights the importance of nurturing cultural understanding and inclusivity within educational institutions, potentially leading to increased student enrollment, in all the verbal interpretation was very high and accept the null hypothesis.

Based on the findings the following conclusions and recommendations were drawn: The study recommend that the principals may encourage collaboration among teacher associations and emphasize the significance of motivation during the crisis; The study suggests that school principals act as leaders with a shared vision among and with the other organization and an administrative delegate from the education ministry; The study suggest that the school heads should not only rely their competencies based on their ability to adapt, decide, plan, and implement. Rather, they should base their decisions on what is legal and what is right; The study suggests that the school principal should gain a deeper understanding of the specific roles and responsibility of being a school head for the improvement of the school performance; The study suggests that the school principal may share a wide array of societal and cultural knowledge to his subordinates; The findings of the study suggest serving as a valuable reference for future researchers with similar goals and ideas. It provides a foundation for further exploration and research in the role and responsibility of a school principal.

KEYWORDS: *principals' managerial socio-cultural skills; impact; senior high school's performance*

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1. INTRODUCTION

Leadership is characterized as conveying symbols that generate meaning, recognizing that individuals interpret symbols differently.

A school principal's leadership approach should be adaptable to a broad spectrum of perceptions and objectives. The school head must possess managerial skills that foster team cohesion and propel the group towards a shared goal. Leaders who integrate behavioral and interpersonal abilities are more adept at connecting with and being comprehended by their team members. Social skills such as empathy and understanding can enhance a team's and a leader's performance, and possessing cross-cultural insight to recognize and comprehend cultural differences is precious for effective communication within diverse teams.

In today's workplace, cross-cultural and social skills are more critical than ever, given the prevalence of expertise facilitating collaboration among teams from various geographical regions and cultures. Executives must grasp the significance of cultures and cultural diversity in the workplace.

Furthermore, robust social skills are essential for acknowledging and appreciating the contributions of others to the organization. Neglecting social or intercultural responsibilities can lead a leader to be perceived as distant and uninterested. (Inbar, D. 2022)

Republic Act No. 7356, - an act creating the National Commission for Culture and the Arts, establishing a national endowment fund for culture and the arts, and for other purposes; this Act shall be known as the "Law Creating the National Commission for Culture and the Arts"—culture as a Human Right. – Culture is a manifestation of the freedom of belief and expression and is a human right to be accorded due respect and allowed to flourish. National Identity: Culture reflects and shapes values, beliefs, and aspirations, thereby defining a people's national identity. A Filipino national culture that mirrors and shapes Philippine economic, social, and political life shall be evolved, promoted, and conserved.

Culture of the People. – The Filipino national culture shall be: a) independent, free of political and economic structures that inhibit cultural sovereignty; b) equitable, effectively creating and distributing cultural opportunities and correcting the imbalance that has long prejudiced the poor and other marginalized sectors who have the least opportunities for cultural development and educational growth; c) dynamic, continuously developing in pace with scientific, technological, social, economic and political changes both in national and international levels; d) progressive, developing the vast potential of all Filipinos as responsible change agents of society; and (e) humanistic, ensuring the freedom and creativity of the human spirit.

Consequently, the job responsibilities of a school principal have undergone significant alterations, accompanied by a shift in the expected skill sets, such as tasks encompassing the introduction of contemporary educational methods, facilitation of leadership and empowerment for the academic staff, oversight of management and professional development within the teaching team, and adept management of relationships constituting only a portion of the multifaceted responsibilities inherent in this intricate role. Future iterations of the school's vision will be molded, changes will be effectively navigated, and the entire spectrum of educational activities will be implemented.

In this study, the school leaders' sociocultural competencies pertain to the leader's skill in valuing diversity, speech etiquette, cultural knowledge, and religious beliefs, among others. These skills will be discussed in detail in this research. Meanwhile, other significant competencies of the leaders involve capabilities that empower individuals to objectively perceive themselves and their learning environments. The focus is on addressing the subordinates' real-life and potential future needs. This consists of interpreting education within the new paradigm, which considers education an active process of knowledge and creation through collaboration, continuous self-management, and the leaders' experiences. Additionally, this paradigm emphasizes learning in an environment as authentic as possible, involving real-life situations and contexts. Sociocultural competencies emerge as a fusion of various skills that play a crucial role in life, as Burgen (2021) highlighted.

The COVID-19 pandemic significantly disrupted education on an unprecedented scale, affecting education systems worldwide through prolonged school closures and sudden deviations from normal operations. The responses to this educational upheaval sought to understand the impact of the crisis on teaching and learning and how education stakeholders at various levels reacted to the disruptions globally and within individual countries. Consequently, the role of school principals becomes incredibly challenging, requiring adept skills in planning, supervision, organization, coordination, control, decision-making, and initiation of actions to support and motivate teachers in achieving the schools' established goals and objectives. Addressing these challenges is crucial, prompting researchers to explore the sociocultural managerial skills of principals and their influence on the performance of senior high schools, both before the pandemic and during the subsequent new normal.

1.1 Statement of the Problem

Specifically, it sought answers to the following questions:

1. What is the level of Principals' managerial skills in terms of:
   - 1.1. Interpersonal skills;
   - 1.2. Communication and motivation;
   - 1.3. Organization and delegation;
   - 1.4. Planning and strategic thinking;
   - 1.5. Problem-solving and, decision-making, and
   - 1.6. Mentoring?
2. What is the level of Principals' sociocultural skills in terms of:
   - 2.1. Valuing Diversity;
   - 2.2. Speech Etiquette;
   - 2.3. Cultural Knowledge, and
   - 2.4. Religious Beliefs?

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3. What is the level of Senior High School performance as to:
   3.1 Enrollment Rate;
   3.2 Completion Rate;
   3.3 Cohort Rate;
   3.4 Graduation Rate;
   3.5 Promotion Rate;
   3.5 Retention Rate;
   3.6 Awards Received; and
   3.7 IPCRF?

4. Is there a significant relationship between Principals' managerial skills and School performance?

5. Is there a significant relationship between Principals' Sociocultural skills and School performance?

2. METHODOLOGY

According to the Virina (2015), one basic rule holds that an avenue to the approach of truth is the employment of the descriptive method designed with intense accuracy to surface out the meaningful aspects of the data from those phenomena observed during the process of investigation. Thus, the term descriptive describes the essential character of the method.

Supportive of the foregoing disclosure, Leedy (2012) puts it that the basic structure of descriptive design is a type of research method indicating the characteristics of the fact that demands the technique of observation as the principal means of collecting data; the population for the study must be carefully chosen, clearly defined and specifically delimited in order to set precise parameters for ensuring discreteness of the population; the data in this method are particularly susceptible to distortion through introduction of bias into the research design and therefore particular attention should be given to safeguard the data from the influence of such bias; and ultimately the data must then be organized and presented systematically so that valid and accurate conclusions may be drawn from them.

3. RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results yielded from the treatment of the data gathered in this study. The following tabular presentations and discussions further characterized the relationship between principals' managerial socio-cultural skills and the senior high schools performance during the pre-pandemic and pandemic new normal.

Level of Principals' Managerial Skills

Level of Principals' Managerial Skills about interpersonal skills, communication and motivation, organization and delegation, forward and strategic thinking, problem solving and decision-making and mentoring and was determine by mean and standard deviation.

Table 1 illustrates the level of the principal's managerial skills in terms of interpersonal skills. The results reveal that principals of standalone Senior High Schools exhibit exceptional interpersonal skills, with an Overall Mean score of 4.72 and standard deviation of 0.18. This high level of proficiency is prominently demonstrated in various aspects. Firstly, principals are adept at providing professional comfort to colleagues whenever needed, (M = 4.86, SD = 0.47). Additionally, they excel in using appropriate language during work-related conversations, (M = 4.83, SD =0.37). Furthermore, principals actively engage with colleagues by attentively listening to their input while observing nonverbal cues, (M = 4.86 SD =0.47).

Table 1

Level of Principal's Managerial Skills in terms of Interpersonal Skills

Indicators	Mean	SD	Remarks
1. *The principal talk to his colleagues and listen to what they say, notice their facial expressions, body positions, and gestures to get a fuller picture of what they are trying to say.*	4.81	0.40	Extremely Agree
2. *The principal knows how to use the proper words when speaking to his colleagues, most notably in work-related conversations.*	4.83	0.37	Extremely Agree
3. *The principal share information or instructions with his colleagues and think about how they can share that knowledge concisely so that there is no confusion.*	4.74	0.48	Extremely Agree
4. *The principal tries to understand and meet the needs of his colleagues.*	4.72	0.45	Extremely Agree
5. *The principal always motivates and understand the capabilities of his colleagues.*	4.76	0.43	Extremely Agree
6. *The principal comfort his colleagues professionally whenever they need it.*	4.86	0.47	Extremely Agree
7. *The principal practice conflict management and resolution skills.*	4.32	0.61	Extremely Agree

Overall Mean = 4.72
Standard Deviation = 0.18
Verbal Interpretation = Very High

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These results emphasize the exemplary interpersonal skills displayed by principals in standalone Senior High Schools, highlighting their ability to foster positive relationships, communicate effectively, and engage empathetically with colleagues. This level of proficiency in interpersonal skills are essential for effective leadership and play a vital role in creating supportive and collaborative environments within educational institutions.

Level of Principal's Managerial Skills in terms of Communication and Motivation

The results shown in Table 2 show that principals have strong managerial skills, particularly in communication and motivation, with an Overall Mean score of 4.69 and standard deviation of 0.25. This high level of proficiency is demonstrated by the statements: Principals routinely speak at a suitable volume, maintaining a balance between being excessively loud and gentle, *(M* = 4.85, *SD* =0.36); Principals prioritize eye contact when listening to others, displaying their dedication to attentive and polite communication, (*M* = 4.79, *SD* = 0.47); Principals listen carefully and make sure colleagues feel understood, demonstrating appreciation for their contributions, *(M* = 4.75, *SD* = 0.34). Principals actively build stronger ties, which contributes to increased motivation among colleagues, *(M* = 4.73, *SD* = 0.52).

Table 2.

Level of Principal's Managerial Skills in terms of Communication and Motivation

	Indicators	Mean	SD	Remarks
1	*The principal listens thoroughly and affirm that his understand what his colleagues have said as a sign of respect for them.*	4.75	0.44	Extremely Agree
2	*The principal religiously speak at an appropriate volume – not too loud or soft.*	4.85	0.36	Extremely Agree
3	*The principal practice eye-to-eye contact with people when listening to them.*	4.79	0.47	Extremely Agree
4	*The principal inspires his colleagues to work more efficiently and productively.*	4.66	0.47	Extremely Agree
5	*The principal ensures that the workplace in school is more enjoyable for his colleagues.*	4.67	0.47	Extremely Agree
6	*The principal build stronger relationships, which can increase the motivation of his colleagues.*	4.73	0.52	Extremely Agree
7	*The principal occasionally ask questions about their hobbies or personal interests to help foster relationships.*	4.40	0.51	Extremely Agree

Overall Mean = 4.69
Standard Deviation = 0.25
Verbal Interpretation = Very High

The results demonstrate principals' exceptional communication and motivational skills in the school setting. It is clear that these principals excel at encouraging effective communication, sustaining courteous interactions, and creating motivating environments in their schools. The constant high ratings across the above-mentioned statements demonstrate their capacity to inspire and engage colleagues, resulting in a happy and supportive working environment. Such extremely agree managerial skills are critical for fostering collaboration, morale, and overall success in educational institutions.

Table 3

Level of Principal's Managerial Skills in terms of Organization and Delegation

	Indicators	Mean	SD	Remarks
1.	*The principal capable of using his time and resources efficiently and effectively.*	4.82	0.38	Extremely Agree
2.	*The principal practice to do a listing of his work and finish it on time.*	4.80	0.43	Extremely Agree
3.	*The principal maintains an organized physical workspace to help improve his mindset and productivity by eliminating stress.*	4.80	0.42	Extremely Agree
4.	*The principal transfers the designation of specific tasks from one person to another.*	4.68	0.53	Extremely Agree
5.	*The principal showcase trust in his colleagues and give them tasks for them to learn and develop new*	4.80	0.43	Extremely Agree

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	skills.			
6.	*The principal consistently divides the task among his colleagues.*	4.88	0.33	Extremely Agree
7.	*The principal show trust and respect for his colleagues' accomplishments.*	4.28	0.63	Extremely Agree

Overall Mean = 4.88
Standard Deviation = 0.26
Verbal Interpretation = Very High

Based on Table 3, principals excel at organizational proficiency and delegation skills, with an Overall Mean score of 4.72 and standard deviation of 0.26. This high level of skill is evident in many elements of their managerial style. Firstly, principals routinely allocate responsibilities across colleagues, demonstrating their ability to delegate effectively, *(M* = 4.88, *SD* = 0.33). Secondly, they also use time and resources efficiently, exhibiting the capacity to maximize production, *(M* = 4.82, *SD* =0.38). Thirdly, principals maintain orderly physical workspaces to improve mentality and productivity by minimizing stress, *(M* = 4.80, *SD* = 0.42). Fourthly, they also emphasize making and sticking to task lists to ensure timely completion of work, *(M* = 4.80, *SD* = 0.43). Lastly, principals demonstrate faith in colleagues by allocating duties to support learning and skill development, showcasing their strong delegation skills, *(M* = 4.80, *SD* = 0.43).

The results suggest that principals are exceptional in organizing and delegating skills. This level of managerial skills is essential for creating a great work atmosphere, encouraging collaboration, and achieving desired results within the school community.

Table 4
Level of Principal's Managerial Skills in terms of Forward Planning and Strategic Thinking

	Indicators	Mean	SD	Remarks
1.	*The principal consistently plans all the decisions in doing all the tasks at hand.*	4.94	0.25	Extremely Agree
2.	*The principal consistently creates an assessment to measure the possible outcome of the task encountered.*	4.68	0.53	Extremely Agree
3.	*The principal seeks guidance and advice from others who have experience, as they can offer suggestions and recommendations that can help create an effective strategic plan.*	4.72	0.46	Extremely Agree
4.	*The principal religiously adds a particular amount of creativity to assign new techniques to work through challenges.*	4.82	0.39	Extremely Agree
5.	*The principal constantly preparing for future challenges by planning to overcome them if they arise.*	4.63	0.51	Extremely Agree
6.	*The principal assigns the design task to a team member with a solid visual skill set.*	4.80	0.40	Extremely Agree
7.	*The principal delegate tasks based on strength and expertise.*	4.87	0.34	Extremely Agree

Overall Mean = 4.78
Standard Deviation = 0.20
Verbal Interpretation = Very High

The results presented in Table 4 indicate that principals possess outstanding managerial skills in forward planning and strategic thinking, with an Overall Mean of 4.78 and standard deviation of 0.20. First, the principal consistently plans all the decisions in doing all the tasks at hand, got the highest mean and standard deviation *(M = 4.94, SD = 0.25).* While, the principal constantly preparing for future challenges by planning to overcome them if they arise, got the lowest mean *(M = 4.63, SD = 0.51)* . Effective forward planning and strategic thinking are exemplified when principals consistently make decisions and delegate tasks based on strengths and expertise, incorporate creativity to introduce innovative solutions to challenges, and assign design tasks to team members with strong visual skill sets. Principals who demonstrate these qualities exhibit exemplary leadership in guiding their institutions towards success.

Principals who exhibit effective forward planning and strategic thinking skills contribute significantly to the success and efficiency of their institutions. By consistently making decisions, delegating tasks based on strengths and expertise, incorporating creativity to address challenges innovatively, and assigning tasks to team members with relevant skill sets, these principals demonstrate strong leadership qualities. Their hands-on approach to planning and strategic decision-making enhances the overall effectiveness and productivity of the

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school or organization they lead.

Table 5

Level of Principal's Managerial Skills in terms of Problem Solving and Decision Making

	Indicators	Mean	SD	Remarks
1.	*The principal constantly analyzes the problem first before thinking of the possible solution.*	4.90	0.30	Extremely Agree
2.	*The principal constantly knows how to communicate the problem to his colleagues when identifying possible solutions.*	4.78	0.42	Extremely Agree
3.	*The principal study and identify the cause of the issue and understand it fully before taking the next step.*	4.71	0.46	Extremely Agree
4.	*The principal collaborates with his colleagues to find a possible solution to a challenge.*	4.70	0.62	Extremely Agree
5.	*The principal practice collecting feedback from his colleagues to ideate a new team workflow.*	4.61	0.51	Extremely Agree
6.	*The principal constantly gathers necessary information that is directly related to the problem.*	4.78	0.41	Extremely Agree
7.	*The principal evaluates the decision and the steps they have taken to ensure that it works.*	4.59	0.56	Extremely Agree

Overall Mean = 4.72
Standard Deviation = 0.20
Verbal Interpretation = Very High

The results in Table 5 reveals that principals excel in problem-solving and decision-making skills, with an Overall Mean of 4.72 and standard deviation of 0.20. The principal constantly analyzes the problem first before thinking of the possible solution, got the highest mean and standard deviation *(M = 4.90, SD = 0.30).* While, the principal evaluates the decision and the steps they have taken to ensure that it works, got the lowest mean *(M = 4.59, SD = 0.56)* in terms of problem-solving and decision-making skills. Effective problem solvers and decision-makers are characterized by their ability to systematically analyze problems, gather relevant information, and communicate effectively with colleagues during the decision-making process. Principals who demonstrate these qualities contribute significantly to the efficiency and effectiveness of their institutions. Based from the mentioned statements, principals who possess strong problem-solving and decision-making skills play a crucial role in the success of their schools. By systematically analyzing problems, gathering pertinent and relevant information, and communicating effectively with colleagues, these principals enhance the overall problem-solving process and contribute to making well-informed decisions. Their proficiency in these areas nurtures a positive and productive work environment conducive to addressing challenges and achieving desired outcomes within the school community.

Level of Principal's Managerial Skills in terms of Mentoring

The level of managerial skills of the principals reveals a comprehensive and multifaceted assessment of their abilities across various domains. Across different aspects such as interpersonal skills, communication and motivation, organization and delegation, problem-solving and decision-making, forward planning and strategic thinking, and mentoring, principals consistently demonstrate high levels of proficiency in these areas. They demonstrate exceptional proficiency in fostering positive relationships, communicating effectively, organizing tasks efficiently, resolving challenges adeptly, planning strategically, and mentoring colleagues to facilitate professional growth and development. The findings indicate that principals of standalone Senior High Schools have a holistic approach to leadership, encompassing a diverse range of skills essential for effectively managing schools and promoting success within the school community.

Table 6

Level of Principal's Managerial Skills in terms of Mentoring

	Indicators	Mean	SD	Remarks
1.	*The principal listens carefully, give feedback, and follow up with his colleagues.*	4.81	0.39	Extremely Agree
2.	*The principal show confidence and expertise to his subordinates.*	4.81	0.39	Extremely Agree
3.	*The principal show respect to his colleagues.*	4.81	0.40	Extremely Agree
4.	*The principal religiously provides guidance.*	4.55	0.52	Extremely Agree

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5.	*The principal use motivational strategies to maintain positivity and promote a healthy mindset.*	4.80	0.42	Extremely Agree
6.	*The principal considers what environment his required to maximize the ability to listen attentively to his colleagues.*	4.82	0.40	Extremely Agree
7.	*The principal constantly provides positive feedback for the job well done.*	4.62	0.60	Extremely Agree

Overall Mean = 4.75
Standard Deviation = 0.22
Verbal Interpretation = Very High

Shown in Table 6 is the assessment of principals' managerial skills with a focus on mentoring. The results indicate that principals exhibit extremely agree mentoring abilities, with an Overall Mean of 4.75 and standard deviation of 0.22. Specifically, several key statements stressed this level: Firstly, principals prioritize creating an environment conducive to attentive listening, emphasizing the importance of maximizing communication effectiveness, (*M* = 4.82, *SD* = 0.40). Secondly, principals demonstrate attentive listening, providing valuable feedback, and ensuring thorough follow-up with colleagues, (*M* = 4.81, *SD* =0.39). Thirdly, principals exude confidence and expertise when interacting with subordinates, fostering trust and competence within the team, *(M* = 4.81, *SD* =0.39). Lastly, the consistent implementation of motivational strategies to uphold positivity and cultivate a healthy mindset further highlights the principals' adeptness in mentoring, *(M* = 4.80, *SD* = 0.42).

Mentoring is carried out after supervision. The results of supervision will be used to analyze teachers' strengths and weaknesses. In mentoring, the principal should focus on teachers' shortcomings, and turn those deficiencies into strengths that teachers will develop through new understanding or strategies in managing the learning process. This is supported by Crawford (2010), that mentoring is an interpersonal relationship in the form of caring and support between someone experienced and more knowledgeable with someone less experienced.

Level of Principals' Socio-cultural Skills

Level of Principals' Socio-cultural Skills about valuing diversity, speech etiquette, cultural knowledge and religious beliefs and was determine by mean and standard deviation.

Table 7.
Level of Principal's Socio-Cultural Skills in terms of Valuing Diversity

	Indicators	Mean	SD	Remarks
1.	*The principal constantly considers all his colleague's ideas and decisions.*	4.98	0.15	Extremely Agree
2.	*The principal listens and try to understand the voice of a wide range thoughts, opinion and skills of my subordinates.*	4.56	0.53	Extremely Agree
3.	*The principal collaborates with my colleagues to bring their unique worldviews, skills and cultural experience together to solve problems and increase productivity.*	4.73	0.44	Extremely Agree
4.	*The principal pays close attention to age diversity in the workplace.*	4.86	0.35	Extremely Agree
5.	*The principal practice balancing out the environmental structure with a mixture of workers from different generations since it is the key to ensuring successful, streamlined collaboration.*	4.81	0.40	Extremely Agree
6.	*The principal discuss diversity with his colleagues and outline the benefits of a diverse workplace.*	4.85	0.36	Extremely Agree
7.	*The principal value the individual skills of my colleagues and make sure to utilize these strengths to help broaden their market and grow the company.*	4.54	0.58	Extremely Agree

Overall Mean = 4.76
Standard Deviation = 0.18
Verbal Interpretation = Very High

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Table 7 presents an evaluation of principals' socio-cultural skills concerning the value of diversity within their respective workplaces. The principal constantly considers all his colleague's ideas and decisions, got the highest mean and standard deviation *(M = 4.98, SD = 0.15).* While, the principal value the individual skills of my colleagues and make sure to utilize these strengths to help broaden their market and grow the company, got the lowest mean *(M = 4.54, SD = 0.58)* with the remarks of Extremely Agree in terms of problem-solving and decision-making skills. The findings show the exceptional level of proficiency among principals in this aspect, *Overall Mean* = 4.76 and standard deviation of 0.18. Important indicators of this competence include the principal's consistent consideration of all colleagues' ideas and decisions, showcasing a dedication to inclusivity and collaboration. Additionally, principals demonstrate a keen awareness of age diversity in the workplace, paying close attention to ensure demographic inclusivity.

Engaging in discussions about diversity and outlining the benefits of a diverse workforce further illustrates principals' positive efforts in promoting understanding and appreciation of diversity. Moreover, by actively balancing the environmental structure with a diverse mix of workers from different generations, principals foster an environment conducive to successful collaboration and innovation, emphasizing their commitment to embracing and valuing diversity within the workplace.

The data shows the significant steps made by principals in cultivating socio-cultural skills focused on valuing diversity within their organizations. Principals exhibit a worthy commitment to fostering inclusive environments that celebrate diversity. By consistently considering diverse perspectives, engaging in discussions about diversity, and actively promoting demographic inclusivity, principals play a pivotal role in creating workplaces that thrive on the strengths of their diverse workforce. These findings emphasize the importance of principals' leadership in nurturing inclusive cultures that not only enhance collaboration and innovation but also contribute to the overall success and resilience of their organizations in today's diverse and dynamic workplace environments.

Level of Principal's Socio-Cultural Skills in terms of Speech Etiquette

Table 8.

Level of Principal's Socio-Cultural Skills in terms of Speech Etiquette

	Indicators	Mean	SD	Remarks
1.	*The principal avoids interrupting others while talking.*	4.78	0.59	Extremely Agree
2.	*The principal consistently polite and use manners while addressing others.*	4.63	0.51	Extremely Agree
3.	*The principal avoids being critical of others.*	4.78	0.41	Extremely Agree
4.	*The principal always honest and responsive while communicating.*	4.90	0.30	Extremely Agree
5.	*The principal properly voices out my concerns and opinions.*	4.81	0.39	Extremely Agree
6.	*The principal speak clearly and slowly out of respect for his listeners.*	4.72	0.45	Extremely Agree
7.	*The principal always mindful of his gestures.*	4.84	0.37	Extremely Agree

Overall Mean = 4.78
Standard Deviation = 0.23
Verbal Interpretation = Very High

The results shown in Table 8, principals also have extremely agree socio-cultural skills in terms of speech etiquette, *Overall Mean* = 4.78 and standard deviation of 0.23. This is very evident in the statement, the principals are always honest and responsive while communicating, *(M* = 4.90, *SD* = 0.30). Also, principals have extremely agree speech etiquette when they always show mindfulness in their gestures, when they properly voice out concerns and opinions, when they avoid being critical of others and when they avoid interrupting others when they are talking.

The findings suggest that principals demonstrate exceptional socio-cultural skills, particularly in speech etiquette. This proficiency is evident in their consistent honesty and responsiveness during communication interactions, *WM* = 4.90, *SD* = 0.30. Further, principals demonstrate extremely agree speech etiquette by displaying mindfulness in their gestures, voicing concerns and opinions in a respectful manner, refraining from criticism, and avoiding interrupting others during conversations. These behaviors reflect principals' commitment to fostering positive and respectful communication environments within their organizations. This exemplary socio- cultural skills in speech etiquette contribute to the establishment of a conducive and harmonious workplace atmosphere, and eventually enhancing collaboration, and mutual understanding.

Level of Principal's Socio-Cultural Skills in terms of Speech Etiquette

Additionally, principals interact adeptly with colleagues from different cultures, demonstrating their ability to navigate and bridge cultural gaps effectively. These behaviors emphasize

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principals' commitment to cultural competence and their role in promoting diversity, equity, and inclusion within their organizations. Such exemplary socio-cultural skills in cultural knowledge contribute to the establishment of a culturally responsive workplace environment.

Table 9

Level of Principal's Socio-Cultural Skills in terms of Cultural Knowledge

	Indicators	***Mean***	***SD***	***Remarks***
1.	*The principal interacts effectively with his colleagues from other cultures.*	4.81	0.40	Extremely Agree
2.	*The principal understands the different perspectives of his colleagues based on their cultural experiences.*	4.91	0.29	Extremely Agree
3.	*The principal respect different cultures to understand better and appreciate the differences among us.*	4.62	0.60	Extremely Agree
4.	*The principal communicates and connect openly with his colleagues from different backgrounds.*	4.88	0.33	Extremely Agree
5.	*The principal always aware of my communication style and how it might differ from the people his working with.*	4.95	0.23	Extremely Agree
6.	*The principal show appreciation for the different cultures in our school.*	4.59	0.51	Extremely Agree
7.	*The principal constantly checks the assumptions and always make conclusions about others' intentions and behaviors.*	4.72	0.45	Extremely Agree

Overall Mean = 4.78
Standard Deviation = 0.23
Verbal Interpretation = Very High

The level of socio-cultural skills in terms of cultural knowledge of principals is also very high. The results shown in Table 9, principals also have extremely agree socio-cultural skills in terms of cultural knowledge, *Overall Mean* = 4.78 and standard deviation of 0.23. These principals are always aware of my communication style and how it might differ from the people his working with, *(M* = 4.95, *SD* = 0.23). Also, as evidence to this level of proficiency in cultural knowledge, these principals understand the different perspectives of his colleagues based on their cultural experiences. They communicate and connect openly with his colleagues from different backgrounds and they interact effectively with his colleagues from other cultures.

Principals demonstrate a high level of proficiency in understanding and navigating cultural differences within their working environment. This proficiency is evident in their awareness of their own communication style and its potential differences from those of their colleagues, *WM* = 4.95, *SD* = 0.23. Moreover, principals display a deep understanding of the diverse perspectives of their colleagues, stemming from their cultural experiences. They effectively communicate and connect with colleagues from various cultural backgrounds, promoting an environment of openness and inclusivity.

Principals exhibit a high level of proficiency and respect for religious beliefs within their educational institutions. The principals demonstrate excellence in honoring religious diversity by actively promoting spiritual activities within classroom settings, ensuring that all religions are respected and given opportunities to organize holy masses or worship sessions in school. Their inclusive approach reflects a commitment to fostering an environment where individuals of diverse religious backgrounds feel valued and supported. By considering the religious beliefs of both students and colleagues in organizing holy activities, the principals contribute to creating a culture of inclusivity and religious tolerance within the school community. This inclusive stance not only promotes respect for religious diversity but also enhances the overall sense of belonging and well- being among students and staff, eventually fostering a positive and supportive educational environment.

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Table 10.
Level of Principal's Socio-Cultural Skills in terms of Religious Beliefs

	Indicators	Mean	SD	Remarks
1.	*The principal respect each religion of his colleagues.*	4.86	0.35	Extremely Agree
2.	*The principal considers all religions in doing a holy activity.*	4.80	0.40	Extremely Agree
3.	*The principal stays neutral in any argument when it comes to religion.*	4.73	0.46	Extremely Agree
4.	*The principal makes sure to give each religion a chance to organize a holy mass or worship in school.*	4.83	0.38	Extremely Agree
5.	*The principal encourages spiritual activities in classroom activities.*	4.87	0.34	Extremely Agree
6.	*The principal makes sure to attend any worship program in school if invited.*	4.76	0.54	Extremely Agree
7.	*The principal support spiritual activities in school.*	4.63	0.48	Extremely Agree

Overall Mean = 4.78
Standard Deviation = 0.20
Verbal Interpretation = Very High

In terms of religious beliefs, principals are extremely agree. They have a high level of proficiency on this aspect of socio-cultural skills, *Overall Mean* = 4.78 and standard deviation of 0.20. The principal respect each religion of his colleagues, got the highest mean and standard deviation *(M = 4.86, SD = 0.35).* While, the principal support spiritual activities in school, got the lowest mean *(M = 4.63, SD = 0.48)* with the remarks of Extremely Agree in terms of religious beliefs. The principals are extremely agree on their religious beliefs because they encourage spiritual activities in classroom activities, they respect the religion of this colleagues, they make sure to give each religion a chance to organize a holy mass or worship in school and consider all religions in doing a holy activity.

The level of socio-cultural skills of the principals reveals a comprehensive understanding and proficiency in navigating various aspects of cultural diversity within educational settings. Principals demonstrate excellence in multiple dimensions, including cultural knowledge, communication, and respect for religious beliefs. They exhibit a strong awareness of cultural differences, as evidenced by their understanding of diverse communication styles and perspectives based on cultural experiences. Moreover, principals actively promote inclusivity and respect for religious diversity by encouraging spiritual activities, respecting the beliefs of colleagues, and providing opportunities for various religious groups to organize holy activities. Their inclusive approach fosters a supportive and respectful environment where individuals from diverse backgrounds feel valued and included. Overall, the findings emphasize principals' integral role in promoting cultural competence, diversity, and inclusivity within their schools, eventually contributing to a positive and enriching learning environment for all stakeholders.

Level of School Performance

Level of Senior High School Performance about Enrollment Rate, Completion Rate, Cohort Rate, Graduation Rate, Promotion Rate, Retention Rate, Awards Received and Individual Performance Commitment and Review Form (IPCRF) and was determine by mean and standard deviation.

Table 11
Level of Senior High School Performance as to Enrollment Rate

School Year	Mean Rate	SD
2020 – 2021	102.73	19.48
2021 – 2022	98.87	12.18
2022 – 2023	106.41	10.41
Average	102.67	3.40

Table 11 illustrates the level of school performance in terms of enrollment rate. Across the school year, the mean of enrollment rate fluctuates slightly with the highest average of enrollment rate observed in the 2022 – 2023 school year 106.41% and the lowest in the 2021 – 2022 school year (98.87%) which means during the pandemic era the enrollment rate of senior high

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schools in the entire division of laguna decreased, maybe one of the reasons for the decrease is that the pandemic had an effect on the students as well as on the parents. Overall the average for the last three school year is 102.67% with a standard deviation of 3.40.

Table 12
Level of Senior High School Performance as to Completion Rate

School Year	Mean Rate	SD
2020 – 2021	93.38	4.36
2021 – 2022	94.16	7.03
2022 – 2023	98.28	7.81
Average	95.27	1.48

Table 12 shows that the senior high school performance as to completion in the school year 2020 – 2021 with the mean rate of 93.38%, while 2021 – 2022 with the mean rate of 94.16% and in the school year 2022 – 2023 with 98.28% with standard deviation of 4.36,7.03 and 7.81 respectively. The school year 2022 – 2023 has a higher mean rate which means the school completion in entire division of laguna was almost perfect. Overall the average for the last three school year is 95.27% with a standard deviation of 1.48.

High school completion is a fundamental educational process that holds important implications both for individuals and for educational systems. On the one hand, obtaining a high school diploma offers an individual a variety of advantages, including the expectation of more stable employment prospects, higher lifetime earnings, and the opportunity to continue one's education at the postsecondary level.

Table 13
Level of Senior High School Performance as to Cohort Rate

School Year	Mean Rate	SD
2020 – 2021	91.41	7.75
2021 – 2022	99.72	7.52
2022 – 2023	102.18	14.36
Average	97.77	3.17

Table 13 illustrates the level of school performance in terms of cohort rate. Across the school year, the mean of cohort rate with the highest average of cohort rate observed in the 2022 – 2023 school year with 102.18%, next is school year 2021 – 2022 with 99.72% and the lowest in the 2020 – 2021 school year 91.41. while standard deviation 14.36, 7.52 and 7.75 respectively. Overall, the average for the last three school year is 97.77% with a standard deviation of 3.17.

According to Taylor Schmidt (2021) A **graduation rate** is a measure of how many students who began in the same cohort will graduate in six years for four-year programs or three years for two-year programs. This rate indicates how many students finish their degrees in a timely manner upon enrolling. Earning a high school diploma is a valuable achievement, but it is a challenging goal to achieve for a growing number of at-risk youths. It has become clear how important high school graduation is to the individuals and the community where they live when considering the consequences of graduating versus dropping out. The steps needed to achieve graduation are a culmination of many factors working together, such as improving attendance, course completion, and social emotional skills development. Solutions such as engaging parents in school-based decisions, connecting students to their school, and implementing social-emotional learning programs have proven effective in increasing graduation rates, especially for at-risk and all transitioning grade nine students. Improving high school graduation rates is not just a concern for the youth in school today, but for all members of society for years to come.

Table 14
Level of Senior High School Performance as to Graduation Rate

School Year	Mean Rate	SD
2020 – 2021	97.57	3.76
2021 – 2022	97.09	4.16
2022 – 2023	96.73	4.88
Average	97.13	0.46

Table 14 shows that the senior high school performance as to graduation rate in the school year 2020 – 2021 with the mean rate of 97.57%, while 2021 – 2022 with the mean rate of 97.09% and in the school year 2022 – 2023 with 96.73% with standard deviation of 3.76, 4.16 and 4.88 respectively. The school year 2020 - 2021 has a higher mean rate which means the senior high school graduation in entire division of laguna was almost perfect before the pandemic, while 2022 – 2023 school year had the lowest mean rate of 96.73 for the past three years. The average of graduation rate for the past three years is 97.13 with standard deviation of 0.46.

According to Taylor Schmidt (2021) A **graduation rate** is a measure of how many students who began in the same cohort

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will graduate in six years for four-year programs or three years for two-year programs. This rate indicates how many students finish their degrees in a timely manner upon enrolling. Earning a high school diploma is a valuable achievement, but it is a challenging goal to achieve for a growing number of at-risk youths. It has become clear how important high school graduation is to the individuals and the community where they live when considering the consequences of graduating versus dropping out. The steps needed to achieve graduation are a culmination of many factors working together, such as improving attendance, course completion, and social emotional skills development. Solutions such as engaging parents in school-based decisions, connecting students to their school, and implementing social-emotional learning programs have proven effective in increasing graduation rates, especially for at-risk and all transitioning grade nine students. Improving high school graduation rates is not just a concern for the youth in school today, but for all members of society for years to come.

Table 15

Level of Senior High School Performance as to Promotion Rate

School Year	Mean Rate	SD
2020 – 2021	99.77	11.73
2021 – 2022	99.05	9.50
2022 – 2023	99.38	6.60
Average	99.40	2.10

Table 15 shows that the senior high school performance as to promotion rate in the school year 2020 – 2021 with the mean rate of 99.77%, while 2021 – 2022 with the mean rate of 99.05% and in the school year 2022 – 2023 with 99.38% with standard deviation of 11.73, 9.50 and 6.60 respectively. The school year 2020 - 2021 has a higher mean rate which means the senior high school promotion in entire division of laguna was almost perfect before the pandemic, while 2021 – 2022 school year had the lowest mean rate of 99.05 for the past three years. The average of promotion rate for the past three years is 99.40 with standard deviation of 2.10.

School promotion is the practice of promoting a student (usually a general education student, rather than a special education student) to the next grade after the current school year, regardless of if they learned the necessary material or if they are often absent. This is done in order to keep the students with their peers by age, that being the intended social grouping. It is sometimes referred to as promotion based on seat time, or the amount of time the child spent sitting in school. This is based on the enrollment criteria for kindergarten, which is being 4 or 5 years old (5 or 6 years old for 1st graders) at the beginning of the school year. The intention is for the students to be able to graduate from high school level education before their 19th birthday.

Table 16

Level of Senior High School Performance as to Retention Rate

School Year	Mean Rate	SD
2020 – 2021	95.34	2.31
2021 – 2022	95.47	3.11
2022 – 2023	98.03	3.48
Average	96.28	0.48

Table 16 shows that the senior high school performance as to retention rate in the school year 2020 – 2021 with the mean rate of 95.34%, while 2021 – 2022 with the mean rate of 95.47% and in the school year 2022 – 2023 with 98.03% with standard deviation of 2.31, 3.11 and 3.48 respectively. The school year 2022 - 2023 has a higher mean rate while 2020 – 2021 school year had the lowest mean rate of 95.34 for the past three years. The average of retention rate for the past three years is 96.28 with standard deviation of 0.48.

Student enrollment and retention are paramount to the ongoing operation of a college or university. Recognition of achievement is a motivational factor for college students to remain enrolled in their courses and persist in their coursework to graduate, as past research has indicated. School-based performance award programs provide teachers and often other school staff with pay bonuses when their school as a whole achieves specific educational objectives.

Table 17

Level of Senior High School Performance as to Awards Received

School Year	Mean Rate	SD
2020 – 2021	0.08	0.06
2021 – 2022	0.07	0.02
2022 – 2023	1.35	0.27
Average	0.47	0.004

Table 17 illustrates, that the senior high school performance as to awards in the school year 2020 – 2021 with the mean rate of 0.08%, while 2021 – 2022 with the mean rate of 0.07% and in the school year 2022 – 2023 with the mean rate of 1.35% with

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standard deviation of 0.06, 0.02 and 0.27 respectively. The average of awards for the past three years is 0.47 with standard deviation of 0.004.

Student motivation affects every aspect of school life, from attendance, to academic performance, to extra-curricular activities. Promoting the greatest student motivation possible is extremely important for every teacher in grades K-12, especially in today's educational climate, where schools are continuously under pressure to improve test scores, responsibility, and accountability. Students with learning disabilities face even greater challenges every day as they walk into classrooms. Because these students can struggle with the easiest of tasks presented by teachers, students with learning disabilities can seem like the most unmotivated of all, going to extremes not to show their weaknesses.

The above readings are relevant to the present study as authors clearly discussed the importance of the bearing of the awards received in the performance of school.

Table 18

Level of Senior High School Performance as to IPCRF

School Year	Mean	SD	Remarks
2020 – 2021	4.33	0.23	Very Satisfactory
2021 – 2022	4.52	0.20	Outstanding
2022 – 2023	4.32	0.21	Very Satisfactory
Average	4.33	0.01	Very Satisfactory

Table 18 illustrates, that the senior high school performance as to IPCRF in the school year 2020 – 2021 with the mean rate of 4.33%, with SD of 0.23 and remarks of Very Satisfactory, while 2021 – 2022 with the mean rate of 4.52% and SD of 0.20 with the remarks of Outstanding and in the school year 2022 – 2023 with the mean rate of 4.32% and SD of 0.21 with the remarks of very satisfactory. The average of IPCRF for the past three years is 4.33 with standard deviation of 0.01, with very satisfactory.

Additionally, significant correlations were identified between communication and motivation, graduation rate, and awards received. A very weak negative relationship was found between organization and delegation skills and graduation rate, implying that lower proficiency in organization and delegation may lead to higher graduation rates, or vice versa. However, a weak but positive correlation was observed between organization and delegation skills and promotion rate, indicating that an enhancement in organization and delegation skills may result in an increase in promotion rates.

Furthermore, a very weak negative correlation was found between forward planning and strategic thinking skills and graduation rate. This suggests that an improvement in forward planning and strategic thinking skills may lead to a decrease in graduation rates, or vice versa. Lastly, a very weak but positive correlation was found between problem-solving and decision-making skills and awards received, indicating that an enhancement in these skills may be associated with an increase in awards received. The rest of the linear relationships were found to be not significant. The absence of significant relationships in the remaining variables can indicate that certain factors may not directly influence each other in the expected manner.

Performance appraisal of principals, teachers, and education personnel is realized in managing schools with quality management and learning services and competing in quality with similar schools. This statement is supported by implementing school-based management aimed at improving school performance by granting greater authority and responsibility to schools, which is carried out based on the principles of good school governance, namely participation, transparency, and accountability. School performance includes improving the quality, effectiveness, efficiency, productivity, and innovation of education.

Relationship between Principal's Managerial Skills and School Performance

Relationship between principal's managerial skills in terms of interpersonal skills, communication and motivation, organization and delegation, forward planning and strategic thinking, problem solving and decision making and mentoring and school performance includes enrollment rate, completion rate, cohort rate, graduation rate, promotion rate, retention rate, awards received and IPCRF and was determine by Pearson r and p value.

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Table 19

Relationship Between Principals' Managerial Skills and Senior High School Performance

Principals' Managerial Skills		Senior School Performance					
		Enrollment Rate	**Completion Rate**	**Graduation Rate**	**Promotion Rate**	**Retention Rate**	**Awards Received**
Interpersonal Skills	Pearson Correlation	.003	-.066	-.125	-.176*	-.180*	.234**
	Sig. (2-tailed)	.968	.368	.089	.016	.014	.001
	N	187	187	187	187	187	187
Communication and motivation	Pearson Correlation	.005	-.069	-.147*	-.119	-.092	.145*
	Sig. (2-tailed)	.944	.345	.045	.104	.209	.048
	N	187	187	187	187	187	187
Organization and Delegation	Pearson Correlation	.101	-.065	-.144*	-.156*	.024	.098
	Sig. (2-tailed)	.171	.377	.049	.033	.743	.181
	N	187	187	187	187	187	187
Forward planning and strategic thinking	Pearson Correlation	.043	-.142	-.152*	-.067	-.019	.073
	Sig. (2-tailed)	.559	.054	.038	.365	.797	.322
	N	187	187	187	187	187	187
Problem solving and decision-making	Pearson Correlation	-.010	-.076	-.126	-.117	-.122	.167*
	Sig. (2-tailed)	.889	.299	.086	.111	.096	.022
	N	187	187	187	187	187	187
Mentoring	Pearson Correlation	.127	-.109	-.142	-.135	.028	.095
	Sig. (2-tailed)	.084	.137	.053	.066	.705	.195
	N	187	187	187	187	187	187

*Note: ** p < .05.*

The table 19 presented the relationship between principals' managerial skills in terms of interpersonal skills, communication and motivation, organization and delegation, forward planning and strategic thinking, problem solving and decision -making and mentoring to the senior high school performance in terms of enrollment rate, completion rate, graduation rate, promotion rate, retention rate and awards received.

The findings show the importance of interpersonal skills in career advancement and recognition within educational institutions. The senior high school performance in terms of enrollment, completion and graduation rate interpret got not significant while promotion rate, retention rate and awards received got significant. Principals with higher interpersonal skills may be better equipped to foster positive relationships and communication, potentially leading to increased job satisfaction and higher rates of awards received. While in communication and motivation in terms of performance school the enrollment rate, completion rate, promotion rate and retention rate got not significant, then in graduation rate and awards received shows significant.

Additionally, the significance of organization and delegation skills suggests that effective organizational practices may contribute to both promotion opportunities and graduation rates. Furthermore, the implications of forward planning and strategic thinking skills on graduation rates highlight the importance of strategic leadership in educational settings interpret by significant. Lastly, the positive association between problem-solving and decision-making skills and awards received emphasizes the role of critical thinking abilities in achieving professional recognition and success. The mentoring of principal's managerial skills got all not significant. These insights can inform efforts to enhance leadership development programs and improve educational outcomes within schools.

Relationship between Principal's Socio-cultural Skills and School Performance

Relationship between principal's socio-cultural skills in terms of valuing diversity, speech etiquette, cultural knowledge, and religious beliefs and school performance includes enrollment rate, completion rate, cohort rate, graduation rate, promotion rate, retention rate, and awards received and was determine by Pearson r and p value.

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Table 20

Relationship Between Socio-Cultural Skills and Senior High School Performance

Socio-cultural Skills		Senior School Performance					
		Enrollment Rate	**Completion Rate**	**Graduation Rate**	**Promotion Rate**	**Retention Rate**	**Awards Received**
Valuing Diversity	Pearson Correlation	-.005	-.126	-.168*	-.115	-.096	.130
	Sig. (2-tailed)	.944	.085	.021	.117	.189	.076
	N	187	187	187	187	187	187
Speech Etiquette	Pearson Correlation	.054	-.023	-.092	-.083	.015	.038
	Sig. (2-tailed)	.459	.759	.211	.258	.837	.607
	N	187	187	187	187	187	187
Cultural Knowledge	Pearson Correlation	.163*	-.073	-.112	-.130	.120	.064
	Sig. (2-tailed)	.026	.317	.128	.076	.102	.387
	N	187	187	187	187	187	187
Religious Beliefs	Pearson Correlation	.064	-.144*	-.133	-.062	.031	.096
	Sig. (2-tailed)	.387	.050	.070	.396	.677	.191
	N	187	187	187	187	187	187

*Note: ** p < .05.*

Table 20 presents an analysis of the linear relationships between principals' socio-cultural skills and senior high school performance. The findings reveal several noteworthy correlations. Firstly, a very weak but significant negative linear relationship was observed between valuing diversity and graduation rate, suggesting that higher levels of socio-cultural skills in valuing diversity may be associated with a decrease in graduation rate, or vice versa. Similarly, similar negative relationships were found between speech etiquette, religious beliefs, and completion rate. Conversely, a very weak but significant positive linear relationship was identified between cultural knowledge and enrollment rate, indicating that an increase or decrease in socio-cultural skills related to cultural knowledge may correspond with changes in enrollment rate.

These findings emphasize the relationships of principals' socio-cultural skills on senior high school performance. The negative relationships observed between valuing diversity, speech etiquette, religious beliefs, and completion rate suggest that there may be factors related to socio- cultural competencies that are associated with student outcomes. Principals who demonstrate higher levels of these skills may need to consider strategies to lessen any negative effects on graduation and completion rates. Conversely, the positive relationship between cultural knowledge and enrollment rate highlights the importance of nurturing cultural understanding and inclusivity within educational institutions, potentially leading to increased student enrollment. However, the lack of significant relationships in other areas suggests that additional factors beyond socio- cultural skills may also play a significant role in shaping senior high school performance.

4. CONCLUSION AND RECOMMENDATIONS

On the basis of the foregoing findings, the following conclusion was drawn.

Relationship Between Principals' Managerial Skills and Senior High School Performance is found significant with regards the relationships among interpersonal skills, promotion rate, retention rate, and awards received. A significant but low negative correlation was observed between interpersonal skills and both promotion rate and retention rate. This indicates that lower levels of interpersonal skills tend to coincide with higher promotion and retention rates, while higher levels of interpersonal skills correlate with lower promotion and retention rates. Conversely, a weak yet positive correlation was found between interpersonal skills and awards received, suggesting that an improvement in interpersonal skills is associated with an increase in awards received. Significant correlations were identified between communication and motivation, graduation rate, and awards received. A very low negative relationship was found between organization and delegation skills and graduation rate, implying that lower proficiency in organization and delegation may lead to higher graduation rates. On the other hand, the results of principals' managerial skills to school performance were interpreted of very high which means the null hypothesis is accepted.

Relationship Between Principals' Socio-Cultural Skills and Senior High School Performance The negative relationships observed between valuing diversity, speech etiquette, religious beliefs, and completion rate suggest that there may be factors related to socio- cultural competencies that are associated with student outcomes. Principals who demonstrate higher levels of these skills may need to consider strategies to lessen any negative effects on graduation and completion rates. Conversely, the positive relationship between cultural knowledge and enrollment rate highlights the importance of nurturing cultural understanding and inclusivity within educational institutions, potentially leading to increased student enrollment. However, the principals' socio-cultural skills to

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school performance were interpreted of very high, which means the null hypothesis is accepted.

In view of the findings and conclusions of the study, the following recommendations are given.

1. The study recommend that the principals may encourage collaboration among teacher associations and emphasize the significance of motivation during the crisis.
2. The study suggests that school principals act as leaders with a shared vision among and with the other organization and an administrative delegate from the education ministry.
3. The study suggest that the school heads should not only rely their competencies based on their ability to adapt, decide, plan, and implement. Rather, they should base their decisions on what is legal and what is right.

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