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Upskilling of the School Heads in the New Normal

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A R T I C L E I N F O

A B S T R A C T

This study aimed to upskill the leadership
competencies of school heads in Magallanes,
Sorsogon, Philippines for the school year 2021–
2022. This study employed the mixed-methods
sequential explanatory design which outlined the
quantitative and qualitative methods using the
descriptive-survey method and interview to the
purpose of this study. The results of a survey
revealed the three highest ranks in terms of
upskilling needs of school heads were mentoring
and coaching, curriculum development, and
management of educational projects. However,
the interview transcript reveals that the
upskilling for school heads significantly
impacted all aspects of leadership development.
The leadership training conducted using the
upskilling design effectively improves the
leadership competencies of school heads.

INTRODUCTION

In education, the school head is one of the most valuable components of the school system, with the primary responsibility of establishing plans in accordance with the Department of Education's mission, vision, goals, and objectives.

In the context of international schools, there are leadership and management training programs that are appropriate in design and essential for Fijian school heads to carry out their leadership and management responsibilities for successful leadership outcomes (Lingam & Lingam, 2016). Upskilling is a requirement for which school heads could address unique circumstances in the classroom. Similarly, the New Leaders program was the first principal training program in the United States to prepare leaders for both district and charter schools . This training enables the acquisition of pertinent knowledge, skills, and competencies which equip themselves and coping with the plethora of problems created by the World's new demands and challenges. Nonetheless, the future of leaders will likely consist of creating an impact in a field where they can inspire others. Amidst the pandemic, they must discover and learn to innovate in their various methods, strategies, and guiding principles. The difficulty lies in empowering school heads and enhancing their abilities to make them prepared and adaptable to such changes. In Indonesia, as mandated by the Minister of Education and Culture's Regulation, efforts to enhance the capacity of school principals are crucial to the success of education in schools. According to Wibowo et al. (2021), the School Principal Strengthening Education and Training program is one of the training programs which further increased their leadership competencies.

As DepEd continues its commitment, the school head must adapt the newest school system in the country along the new normal and one of the top priorities is enhancing the skills of school heads. In pursuance of the mission outlined in Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, instructional leaders shall participate in workshops and training to enhance their skills as academic, administrative, and community leaders. In fact, DepEd established a school heads training program in various regions.

In Region VI, Region VIII, CAR, and Cagayan Valley, the implementation of the upskilling program for school heads on inclusive education has been designated and prioritized. This is in line with the vision and mission of DepEd, which is to ensure that school heads are endowed with the fundamental leadership and management skills for inclusive education in the respective schools they serve. During the early months of the COVID-19 pandemic in the Philippines, schools were among the most significant institutions to be affected by the new policy and health guidelines provided by the Inter-Agency Task Force.

As the school heads experienced the pandemic, emphasizing leadership competencies was a means to learn more about their qualities and enhance them, which was an effective strategy for leading the school to success. Regional Memorandum No. 149, s. 2021 of DepEd Mandaluyong, issued on April 19, 2021, outlined the upskilling and reskilling programs for teachers and school leaders, which seek to enhance the pedagogical and leadership competencies of teachers

and school leaders. This office has implemented Flex2learn, Flex2educate, and Flex2lead programs. Regional Memorandum No. 429 series of 2021 on the implementation of upskilling and reskilling programs for teachers and school administrators was issued by Region IV-A, Calabarzon, as part of a similar program initiated for this advocacy. In addition, it launched Help Educators Rise to Online Education (HEROES) 2021 to assist educators and students in the e-learning environment through a rapid response training program for their upskilling needs in the online environment for the 2020–2021 school year. The E-Raise Up Program, which stands for Employees Reskilling Advocacy, Initiatives, Support for Excellence, and Upskilling Program, is also scheduled. It seeks to produce teachers, school heads, and supervisors who are caring, committed, and competent.

A separate memorandum issued by the Schools Division of Pasig City, stated in Regional Memorandum No. 28, s. 2017, SEAMEO Regional Scholarship for Educational Leaders and Managers (SLEM), announces the offering of the blended learning program for school leaders and managers titled "Excellence in Managerial Leadership," which enables education leaders and managers to develop and implement creative, flexible, and practical approaches to all school aspects. Indeed, school leaders are more competitive in this regard, but it is essential that they enhance themselves to meet the standards of the postmodern world, even as educational institutions struggle. The fact that this is more accessible and in demand today means that the school can become more progressive the more innovative leaders the students become.

In the past few years, modular distance learning was favored by most institutions across the Philippines. Currently, leadership is a nebulous ideological ability of school head teachers (Espiritu,2020). It is divulged to uphold the fundamental education objective, which is streamlined within the teaching and learning continuity plan. Similar issue with the School Division of Bulacan's Division Memorandum No. 455, Section 2022, aimed at enhancing school head teachers' instructional leadership abilities for the successful implementation of the school learning recovery plan.

Consequently, they have the most important roles and responsibilities in making the school the safest location for their clients to teach and learn. In addition, according to the Implementing Rules and Regulations of Republic Act No. 9155, also known as the Governance of the Basic Education Act of 2001, all personnel, physical, and financial resources of the school must be administered and managed.

In order to support the system, the DepEd has thus far provided school heads with training and programs to capacitate the school heads. For instance, the School Heads Development Program intended to improve the capability of the administrators to manage the school by undergoing a foundation course which trains them as an instructional leader, organizational leader (Lopera Jr. & Janer, 2021). In this activity, the school heads were trained to prepare an application project which they can choose from various school concerns such as curriculum, assessment, instructional leadership, school leadership, and strategic. Nevertheless, everything under these is done in limited ways, preferably using

social media platforms, where they could acquire new technical skills. In accordance with Regional Memorandum No. 12, s. 2023, the Schools Division of Naga City issued Division Memorandum No. 71, s. 2023, on the conduct of an orientation workshop for instructional leaders on continuous literacy and numeracy intervention. The very evident advantages of investing in this initiative as opposed to a new training program will open doors for school heads and pave the way for them to implement more effective intervention programs. This would boost their productivity, confidence, work efficiency, and satisfaction with their jobs, allowing them to modify the new normal system to pandemic realities more effectively.

In Sorsogon Province, the Schools Division of Sorsogon initiated the release of Division Memorandum No. 241, s. 2022, on December 13, 2022, regarding the conduct of the Division Capacity Building on Project REAL: Revitalizing Efficient and Accountable Leadership in School Batch III. The training meant to improve the capabilities of selected school heads in managing schools effectively and provide them with the opportunity to acquire relevant competencies in school leadership at Casiguran Teachers Hall, Casiguran Sorsogon. In addition, it enhances their existing skill sets. This is the strategic response to the ever-changing and increasingly difficult demand for skills imposed by a technology-driven world, which school heads should periodically consider and update.

To achieve the purpose of this study, more specifically it answered the following questions: [1] What are the upskilling needs of the school heads along the following domains: (a) Leader Behavior, (b) Managerial Skills, and (c) Instructional Leadership. [2] What upskilling design may be developed based on the needs of the school heads along the identified variables? And, [3] how effective is the upskilling design in improving the leadership competencies of the school heads?

THEORETICAL REVIEW

There were theories presented in this study, wherein the researchers believed that they have something connections with the present study. These theories are employed to provide theoretical support and practical reference for the school heads to adapt these new leadership approaches that are best suited in the new normal.

Burns (2010) presented the New Leadership Theory for which the concept focused on employees having more of voice when it comes to resolving problems. This fosters a shared leadership type of work culture. This has two forms the transformational leadership and charismatic leadership. The first form encourages interactions between the school leaders and subordinates. They mutually help each other what changes are needed to adapt (Baldovino, 2017; Pont, 2020; & Olayvar, 2021) where the school would benefit on it whereas employees in turn are motivated to raise effects on their productivity and morale Basuki et al. 2020; Taufik & Istiarsono, 2020; Wibowo et al., 2021). The latter, centered on the leaders who can influence others through behaviors such as exhibiting positive attitudes and vibes (Garcia & Acosta, 2017; Hitt et al., 2018, Dargantes, 2020, Basuki et al., 2020; Gamala & Marpa, 2022). This resulted to

make the employees perform at higher levels without someone twists their arm to do so.

As a result, these theories suggested on the conduct assessment of leadership styles employed by the school heads in order to find new ways and innovations as immediate response to the emerging changes of the current school system despite leadership. Relative to the present study that has a purpose of upskilling the school heads in leader behavior wherein a leader has an impact to change an individual and the followers by stimulating and encouraging their creativity. Indeed, school leaders could inspire and create other people who are next to them and be in their footsteps ahead adapting their leadership style on task, relationship, coaching and mentoring.

Hersey-Blanchard (2020) theorized the Hersey-Blanchard Model also known as Situational Theory of Leadership where leaders adopt different leadership styles according to the situation (Villar et al., 2021) and the development level of the members (Lingam & Lingam, 2016; Macasa et al., 2019; Ganaden, 2020; Bondarenko, et al., 2021). Furthermore, a leader leads and make decisions according to Onyeike & Nwosu (2018), offer constant supervision by providing constant feedback, facilitate and encourage the subordinates as stated by Elujekwute et al. (2021) and Villanueva et al., (2021), to delegate responsibilities and learn to adapt to the circumstances (Kwatubana & Molaodi, 2021).

As a result, to maintain and sustain school heads efficiency, this theory encouraged the school heads to assess a situation with deeper analysis prior to any interventions that can be attributed from the situation being analyzed. This theory is timely relevant to the new school system whereby school leaders are called through the proposed upskilling design in managerial skills. When the school is still at the new normal, the school leaders should know on how to adjust or change their leadership styles to those they have led and their abilities at their own discretion at any time. Considering the factors that impact the workplace and the one who manage it should be adaptive and flexible on their ways of managing their subordinates. In most cases, the application of this model was based on the acumen, understanding and context of the group before shifting to another leadership style that are suited to address the unpredictable circumstances.

Weber (1996) popularized the Instructional Leadership Model. Underlying this model, the principal is a prime instructional leader and their works with leadership functions that are sometimes shared and not shared. He also identified the five essential domains of this model. In here, defined the school mission supported (Villanueva, et al. 2021; Temprosa, 2021), managed curriculum and instruction (Aguilar, 2020); promoted a positive learning climate, observed, and improved instruction (Annabelle et al., 2018; Macasa et al., 2019; Kivirand et al., 2022; Barola & Digo, 2022) and assessed the instructional training programs similar to the ideas of Buban & Digo (2021), Digo (2021a), Digo (2021b), Digo (2022), and Fajardo and Digo (2023). As a result, this model of leadership is essential for dealing with the new normal. This further advised the school heads to assess instruction that suits to the learners and facilitated through the help of

teachers in the teaching-learning process. The current study stated that the school leaders had high impact in shaping the success of various aspects of the school especially in instruction. A school leader has played a vital role in instructional leadership most likely in curriculum development.

Summarizing the results, the identified variables of each theory presented can be used to conduct different assessment particularly in leadership styles, situations, and instructions. Therefore, assessment method is essential for the development of the training design prior to the utilization of the upskilling program among the school heads. As shown in a Venn diagram, variables were often similar. To this effect, the researcher made use to craft the AAS Theory of Upskilling which aimed to assess, adopt, and share leadership styles of the school heads along the domains of upskilling needs such as leader behavior, managerial skills, and instructional leadership. There are variables under the domains of the current study that must be assessed to determine whether the kind of leadership styles that are employed by the school heads are effective, adopted when suited to improve the performance of the learners, teachers, and school.
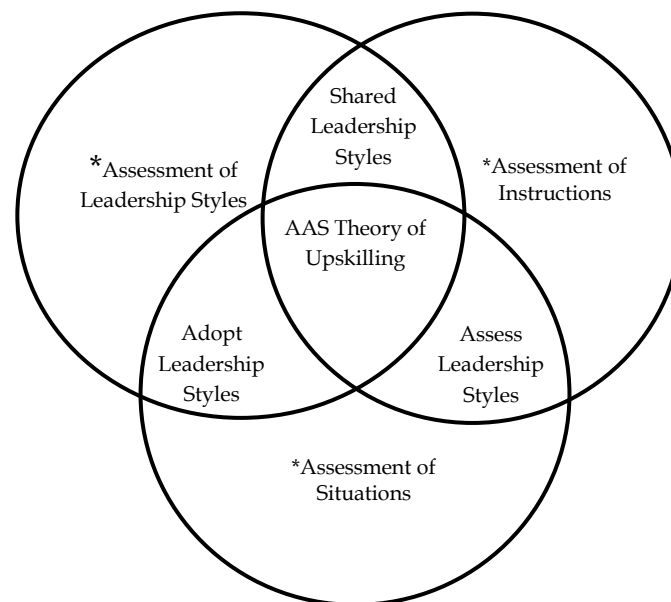

Figure 1. Theoretical Paradigm

A Venn diagram, as shown in Figure 1, depicts variables that researcher employed in the formulation of the the AAS-Theory of Upskilling, which sought to assess, adopt, and share the leadership styles of the school heads across the upskilling domains of leader behavior, managerial skills, and instructional leadership. There are variables within the scope of the current study that must be evaluated to determine whether the leadership styles used by school heads are effective and adopted when appropriate to enhance the performance of students, instructors, and the school.

METHODOLOGY
Research Design
This employed the mixed-methods sequential explanatory design which outlined the quantitative and qualitative methods using descriptive-survey method and validated through structured interview among informants

Sample
This mainly focused on the school heads of public elementary and secondary schools in the Municipality of Magallanes, Sorsogon, Philippines which includes Magallanes North, South, and District III. There was a total of forty (40) respondents involved in this study, of whom twelve (12) were school heads, fourteen (14) were head teachers, and fourteen (14) were teachers-in-charge. During the conduct of interview using an interview guide based on the preset criteria such as current position, length of service as school head, and number of teachers supervised until finally 10 informants were selected who were asked how effective the training design was in upskilling the leadership competencies of school heads.

Instruments
This study employed the frequency count to determine the total number of responses on a questionnaire across the following domains: upskilling the school heads in leader behavior, managerial skills, and instructional leadership. It was utilized to gather the primary sources of quantitative data. As a result, this study developed an upskilling design that aimed to upskill the leadership competencies of school heads based on their upskilling needs.

To find the result on the utilization of upskilling design, we used an interview guide where a group of informants were interviewed based on objective criteria. Besides, the transcript of the interview guide conducted was used to construct a qualitative analysis upon utilization of the upskilling design.

Data Collection Procedures
Prior to the distribution of a survey material, the researcher was permitted by the Schools Division Superintendent to conduct a survey then later facilitated by the public supervisors within the districts. The study process began on April 22, 2022 until finally retrieved the questionnaire from the school heads of both elementary and secondary schools in Magallanes, Sorsogon, Philippines. The data were quantified and ranked.

To construct a qualitative data of the first phase, this study provided a design for upskilling the leadership competencies of school heads attuned to the quantitative results through survey. After the implementation of the leadership training, the researcher selected the number of informants for interview using the interview guide based on the objective criteria. The transcript of interviews was collected and organized through thematic analysis.

Data Analysis

This study utilized a question response format. The results of a survey were tabulated and used for ranking. In this view shows the ranking in each domain as well as the highest rank among the subcategories. Finally, the results led to the development of upskilling design. To make more evident on the utilization of upskilling design, the transcript from the interview conducted was used to construct a qualitative analysis. This helped reveal the effectiveness of the upskilling designed for the participants. The result was further analyzed and interpreted through documentary analysis to arrive at varied conclusions and recommendations.

RESULTS

The results of the study are presented below along the objectives of the study are presented below.

Upskilling in Leader Behavior

This domain is comprised of four subcategories, including task behaviors, relationship behaviors, leadership styles, and coaching and mentoring styles. Using the ranking, the survey as shown in Table 1 revealed the three variables with the highest rank within the mentoring and coaching styles domain, which received a total of 35 responses. Twenty-seven total responses for leadership styles and is followed by task behaviors with 24 responses.

Table 1. Upskilling in Leader Behavior

Subcategory	Frequency	Rank
Task behaviours	24	3
Relationship behaviours	23	4
Leadership styles	27	2
Mentoring and Coaching styles	35	1

Upskilling in Managerial Skills

As shown in Table 2, the identified variables include managerial skill enhancement in areas such as administrative and organizational management, problem-solving and decision-making, management of educational projects, and financial and budget management. The survey results disclosed the three variables with the highest rank within domain 2. The management of educational initiatives received 33 responses. With 30 responses, problem-solving and decision-making skills were next, followed by administrative and organizational management with 28 responses.

Table 2. Upskilling in Managerial Skills

Subcategory	Frequency	Rank
Administrative and organizational management	28	3
Problem-solving and decision-making	30	2
Management in educational projects	33	1
Financial and budget management	19	4

Upskilling in Instructional Leadership

Instructional leadership includes the following subcategories: curriculum development, clinical supervision, staff and human resources development, and teacher evaluation. The three highest variables in rank are curriculum development, which got 34 responses, followed by clinical supervision, which got 27 responses, and staff and human resources development, which got 26 responses as shown in Table 3.

Table 3. Upskilling in Instructional Leadership

Subcategory	Frequency	Rank
Curriculum development	34	1
Clinical supervision	27	2
Staff/human resources development	26	3
Teacher evaluation	17	4

To summarize the result, the top three subcategories were along the domains of upskilling the school heads. On top of them were the mentoring and coaching styles of domain 1 upskilling in leader behavior with 35 responses, followed by curriculum development under domain 3 training in instructional leadership with 34 responses, and management in educational projects in domain 2 with 33 total responses. This means that among the variables presented, these are the most essential training needs of school heads in the district.

Table 4. Summary Results Domains of Upskilling Needs

Domains	Subcategory	f	Rank
Leader behaviour	Mentoring and coaching styles	35	1
Managerial skills	Management in educational projects	33	3
Instructional leadership	Curriculum Development	34	2

The Upskilling Design Developed Based on the Needs of the School Heads

The identified variables of each presented theory can be used to conduct variety of assessments, especially of leadership styles, situations, and instructions. Therefore, assessment methods are essential for the formulation of the training design prior to the implementation of the upskilling program for school heads.

The researcher organized an upskilling design based on the upskilling needs of school heads and their efficiency towards administrative functions and/or tasks in the district of Magallanes. It was leadership training that primarily aimed to upskill the leadership competencies of school heads with the theme "Synergy of School Leaders Leveraging Leadership Skills". The upskilling design focused on the identified variables along instructional leadership, managerial skills, and leader behavior. These are a set of competency-based standards where a school head is guided and enabled to perform well as the most valuable person in the school.

Effectiveness of Upskilling Design in Improving the Leadership Competencies of School Heads

In this part, the researcher closely examined the data collected from the informants through interview. This revealed the following:

a. **The upskilling design was relevant**. As stated by Informant 1, "the topics were quite relevant and the speaker's session was brief but understandable and significant". This is similar to Informant 8 who said that "the opportunity of appearing in the said training is valuable and applicable in order to look, adopt the programs needed to improve my weaknesses into a positive way of action." Therefore, the training was opportune, pertinent, appropriate, and highly stimulating.

b. The upskilling design was effective. As mentioned by Informant 5 "the training design utilized during the leadership training initiated by the researcher was very effective and gave a great avenue to the school heads to enhance their knowledge and skills along instructional supervision". Likewise, Informant 6 said that "the training design on upskilling the leadership competencies of the school heads is effective because school leaders have impacts in all facets of education." This provided an opportunity for school heads to enhance their leadership in the identified areas such as curriculum development, mentoring and coaching styles and management in educational projects.

c. The upskilling design improved the leadership competencies of school heads. According to Informant 1 "the training has a significant impact to me as a newly assigned teacher-in-charge of elementary school." Likewise, Informant 3 stated that "the training centered for upskilling the leadership competencies of the school heads created a positive impact. Like Informant 7 "it covers topics which are essential fields for school heads to master in order to perform effectively their duties as instructional leaders and school managers". Informant 9 further shared that "there is an observable difference in my leadership practices after the training was rolled out" and Informant 10 said that "it was able to tackle some of the needed areas for further improvement and was able to upskill school heads in curriculum development". Thus, leadership is, in fact, the most crucial component of social behavior.

DISCUSSION

This means that it is essential to conduct mentoring and coaching styles among school leaders, as sustained in the literature and studies of Kintanar (2017), Garcia & Acosta (2017), Bondarenko et al. (2021), Villanueva et al., (2021), especially for those school heads with no background in leadership or newly assigned to manage the school. It becomes necessary to provided them an opportunity to practice and adapt new techniques and strategies in leadership, which are powerful drivers for acquiring skills, knowledge, and styles leading to dynamic leadership, development, and progress. On the other hand, employing distinctive leadership styles or approaches (Taufik & Istiarsono, 2020; Kwatubana & Molaodi, 2021) and adopting these leadership styles as stated in Situational Leadership Theory by (Hersey-Blanchard, 2020; & Villar et al., 2021) to provide directions when implementing plans and motivating people to accomplish the primary objectives and expectations as mentioned in the New

Leadership Theory by Burns (2010) that leaders have the ability to influence others through shared leadership (Garcia & Acosta, 2017; Hitt et al., 2018; Basuki & Dargantes, 2020; Gamala & Marpa, 2022). More so, the task behaviors, to the extent of realizing the duties and responsibilities of an individual or group, were closely supervised by the school heads, who performed to attain progress (Garcia & Kintanar, 2017; Bondarenko et al., 2021; Villanueva et al., 2021).

Under this domain, one respondent suggested that linkages be added to the list of subcategories. Indeed, these forged community interrelationships can later serve as a foundation for establishing strong stakeholder connections, resulting in a stronger school. According to Table 1a, mentoring and coaching styles were the most important upskilling requirements for school heads in Domain 1. This suggested adopting and implementing certain variables from the New Leadership Theory (Burns, 2010) in mentoring and coaching approaches. Moreover, Servant Leadership was introduced by Digo (2021) for graduate students specializing in school leadership. For everything to run efficiently in the educational institution, it was further suggested that the school heads should be incentivized to increase productivity and morale, among other things. The need for leaders to be able to influence others through shared leadership was also an advantage for school heads seeking to enhance their ability to execute duties with ease and enthusiasm. In addition, they can foster interactions that provide and establish the maximum level of performance for others. Adapt the changes required to address diverse practices, especially when implementing interventions solely to establish a new one.

In this case, the respondents had increasing demands on the management of educational projects (Kintanar, 2017). In fact, every school deserves to be led by a school leader who is committed to establishing good governance to solve fewer issues that further require problem-solving and decision-making skills (Onyeike & Nwosu, 2018; Tem & Tang, 2022). Whereas in administrative and organizational management, the school heads should be trained and exposed to various techniques, methods, and practices that could be applied to improve the educational institutions (Gamarra et al., 2019; Villar et al., 2021; Temprosa, 2021; & Villanueva et al., 2021).

Table 1b's findings had implications for school heads who wanted to establish effective management in educational projects. For instance, the Situational Leadership Theory by Hersey-Blanchard (2020) contains variables that can be utilized to sustain functional approaches to project management over time in the assessment of instruction. Education leaders had a significant impact on school culture, school improvement, and student achievement and learning. In accordance with the new normal, school heads can therefore be recruited to participate in pertinent professional development programs. In addition, Lingam and Lingam (2016) stated that assessment has become a tool that contributes to having adequate and appropriate training for meaningful progress in the school leader's leadership competence and quality attributes.

Moreover, according to Aguilar (2020) and Buban and Digo (2021), this entails that school heads must be able to conceptualize a curriculum that accommodates diverse learners, enhances instructors' skills, and addresses the

school's priorities. In addition, curriculum development establishes, through a systematic procedure, plans and guiding principles for bringing about positive changes in the educational system, particularly in instruction. In addition, Temprosa (2021) and Kivirand et al. (2021) recommended focusing on effective management of people and resources. School heads are responsible for clinical supervision, which entails carrying out supervisory responsibilities to ensure that the school's vision is realized and enhanced as needed. The concepts presented by Macasa et al. (2019), Villanueva et al. (2021), Buban, & Digo (2021) supported the guidance that school heads provide teachers as they employ their practices to develop the core competencies in the teaching-learning process. Moreover, school heads' leadership performance has improved through training programs that focus on staff and human resource development (Lingam & Lingam, 2016; Annabelle et. al., 2018; Gamarra et al., 2019; Ganaden, 2020; Bondarenko et al., (2021), Wibowo et al., 2021; Barola & Digo, 2022),

Curriculum development was a top priority, wherein the school heads joined and worked together with the team to develop a curriculum within the framework of education. Barola & Digo (2022) found a way to improve leadership performance, daily school operations, and limited resources by finding ways to involve themselves in professional activity closely related to the ideas that the school head, as an empowered authority in the school, should perform a dual role as an instructional and administrative leader and the execution of such functions within the context (Temprosa, 2021). The cohort-based model is the feature of this training program wherein school leaders may improve their skills in leadership development for a more dynamic and competitive individual. It was also found out in the study of Aguilar (2020) that it is necessary to stay focused on reviewing the curriculum that is already implemented and addressing the gaps in education perspectives. In the assessment of instruction, the school heads can also adopt some variables from the Instructional Leadership Model by Weber (1996) that are really suited for the school's progress.

In a nutshell, as shown in Table 1d, the priority needs for upskilling the school heads are useful in the utilization of the upskilling design proposed by the researchers to ensure that all of them are equipped to provide quality standards of school leadership, which in turn enables the department to produce highly competent professionals in managing all aspects of school operations, as revolved in the New Leadership Theory of Burns (2010), which states that motivating the school heads to raise productivity and morale, among others. Likewise, the upskilling design delineated the following topics that gave emphasis on curriculum development in domain 3, mentoring and coaching styles in domain 1, and management of educational projects in domain 2. As a result, these topics were utilized to get through the proposal for the implementation of the training design during the 1st District Leadership Training of School Leaders in the Municipality of Magallanes. This leadership training was facilitated by the expert resource speakers who were invited to share their profound knowledge, background of expertise, and experiences in the delivery of the topics. As observed, it developed the staff and human resources due to the

maximum participation of the participants in the said training as defined in the domain 3 upskilling of instructional leadership.

CONCLUSIONS AND RECOMMENDATIONS

The highest priority needs for upskilling the leadership competencies of school heads are curriculum development, mentoring and coaching styles, and management in educational projects. These are beneficial for designing an upskilling program. The upskilling design was developed based on the requirements of school heads across the domains and upskilling variables. These helped improve the leadership competencies of the school heads. Further, the results revealed that the interview conducted using the interview guide frequently indicated that the leadership training using the upskilling design had been demonstrated to be effective and improved the leadership competencies of school heads.

FURTHER STUDY

It is recommended to have a regular conduct of a regular assessment and upskilling designed for school heads to sustain their efficiency along the domains of school leadership.

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