



Essential Soft Skills and Classroom Managerial Efficiency of Teachers in Public Elementary Schools

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study was conducted to determine the essential soft skills and managerial efficiency of teachers in public elementary schools in Division of Davao City. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents were composed of 132 teachers in public elementary schools through the use of universal sampling. The data analysis was mean, pearson r and regression analysis. The findings revealed that the degree of soft skills of teachers in terms of people skills shared skills and communication skills was manifested often by the teachers. Moreover, the managerial efficiency in terms of managerial outcomes, goals and strategies is high and manifested oftentimes by the teachers. It was found out that there was a significant relationship between essential soft skills and managerial efficiency of public elementary school teachers in public schools. It showed further that the managerial efficiency

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of public elementary school teachers significantly influenced the essential soft skills domains. The results suggest that teachers should develop their communication skills, teamwork, leadership, time management, adaptability, problem-solving, critical thinking, work ethic, creativity and emotional intelligence in the classroom to achieve student learning growth and development.

Keywords: Essential soft skills; classroom managerial efficiency; public elementary school teachers; Davao city; Philippines.

1. INTRODUCTION

Public and private human services leaders are committed to achieving positive outcomes for children, youths, adults, and families. To this end, they spend substantial time developing and implementing managerial improvement plans. They are focusing on how gaps in managerial efficiency impact client outcomes. Part of this planning process includes thinking through the strategic support needs of the organization to sustain an effective and continuously improving learning organization [1-3]. Leaders of organizations must view these support functions as critical and necessary financial investments to carry out strategic plans.

Every organization needs to be adaptive and change as quickly as its context changes. If not, it is falling behind. And if change is constant, we need to design our organization to be constantly and quickly changeable. Organizational structures and processes need to be easily reconfigured and realigned with a constantly changing strategy. This requires skilled use of extensive internal and external networking capabilities [4].

On the other hand, Dean [5] expressed that soft skills at work (and away, too) serve a critical role in developing and maintaining trust and positive feelings in a farm organization. Although the quality of interpersonal relationships alone is not enough to produce worker productivity, it can significantly contribute to it.

Soft skills are an association between individuals working together in the same organization. An individual spends around seven to eight hours at his workplace, and it is practically impossible for him to work alone. One needs people to talk to and discuss various issues at the workplace. Research says productivity increases manifoldly when individuals work in groups compared to when individuals work alone [6].

Katzenbach and Smith [7] cited that a natural measure of the efficiency of an organization is

how well it achieves its goals, indicated by measuring performance. managerial researchers used the concept of managerial ecology to argue that managerial efficiency depends on the environment in which the organization operates. an organization that delivers adequate performance in a challenging environment may be more effective than an organization that performs well without encountering problems.

the same author said that one of the ways effective organizations deal with constraints that prevent them from reaching their goals is to adapt to their ecology. If you don't have the money for the best and most efficient solution, you find a less expensive way to achieve the results you need. if you don't have the people with the expertise you need, you can train the people you have to carry out the necessary work. Effective organizations find ways to perform adequately by adapting to their environment and using their resources.

Schleicher et al. [8] said that managerial efficiency captures managerial performance plus the myriad internal performance outcomes normally associated with more efficient or effective operations and other external measures that relate to considerations that are broader than those simply associated with economic valuation either by shareholders, managers, or customers, such as corporate shared responsibility.

In the Philippine context, Patacsil and Tablatin [9] noted that soft skills among employees and employers takes a vital role. If soft skills in the workplace is harmonious, then a sense of belongingness is prevalent in everyone, thus, every employee does his work with joy, contributing to the achievement of the managerial outcomes.

In the Davao Del Sur Division, particularly in Sta. Cruz North District, it is prevalent that there is a need to develop cohesiveness among teachers and school heads in order to attain the vision and goals of DepED. Some factions eventually create

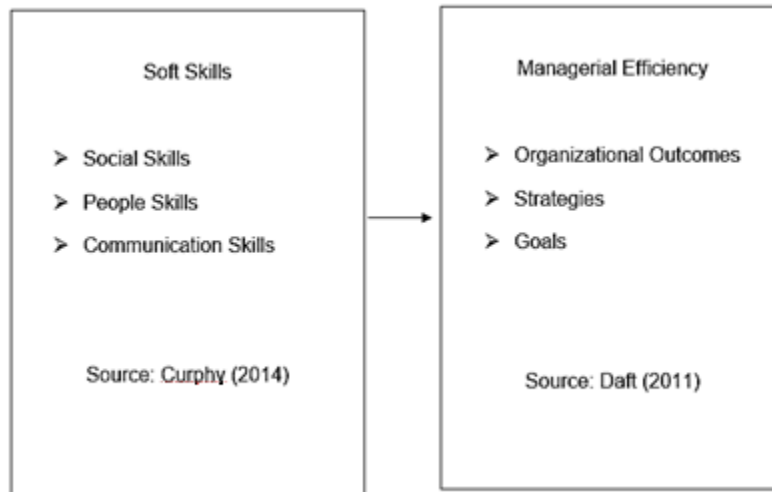


Fig. 1. Conceptual framework of the study

trouble in schools when not addressed by the school head. It is in this phenomenon that the soft skill of the school head is challenged to neutralize and pacify misunderstanding among employees in the work place. The researcher being a teacher in this district is prompted to conduct this study to explore on the level of soft skills among teachers and school heads and hopefully offer strong recommendations to strengthen their soft skills and camaraderie.

The schematic diagram of this study illustrates the relationship between the independent variable Soft Skills and the dependent variable managerial efficiency. The indicators of soft skills are Shared skills, People Skills, and Communication Skills. These indicators are needed by each person in the organization including the manager to strengthen cohesiveness in the pursuit of the vision and realization of the organization's objectives. For managerial efficiency, the following are the indicators: Managerial outcomes, Strategies and Goals. These indicators constitute the components to be considered in the achievement of the managerial outcomes.

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative non-experimental descriptive-correlation method to investigate the research problem. It is descriptive because the data are presented in quantitative descriptions of the Soft Skills among teachers

and the managerial efficiency of public elementary schools.

This research method shows a correlation task presenting the conditions regarding the nature of the group of persons or class of events that involved the procedure of analysis, classification, and measurement (Fig. 1). It involves varied information regarding the current or present condition [10].

2.2 Research Respondents

This study was conducted in the Division of Davao City. The respondents of this study were the 132 teachers in the public elementary schools, Division of Davao City. This study utilized the universal sampling procedure considering the huge number of teachers in the district.

2.3 Research Instrument

Two parts of the researcher-made questionnaire were used in this study. The questions in part 1 were focused primarily on the soft skills among teachers, and part 2 was on the managerial efficiency of public elementary schools. Teachers rated each item on a five-point Likert scale.

The survey instrument was piloted among 30 teachers not selected as respondents in Davao City to establish reliability using Cronbach alpha. The results revealed a reliability of 0.780, which means that the instrument was reliable since the reliability is within the range of 0.70 to 1.00.

2.4 Data Gathering Procedure

The necessary data underwent the following gathering procedure: The researcher asked for endorsement to conduct the study from the Dean of the Graduate School. A letter request attached with the Deans endorsement was forwarded to the School's Division Superintendent for permission. The school principals were furnished copies of the permission to conduct the study in their respective schools in the district for approval by the principal, dates were set for the administration of the questionnaire. After the approval of the different persons in authority, the researcher personally administered the survey questionnaire to the teachers of the 14 schools and was personally retrieved by the researcher immediately after the administration of the instrument. All the responses were tallied, consolidated and given to the statistician for statistical treatment. The researcher then analyzed and interpreted the data with the assistance of the adviser and the statistician.

2.5 Data Analysis

The following statistical tools were used to analyze and interpret the data in this study. Weighted Mean is used to determine the level of soft skills and the level of managerial efficiency.

Product moment correlation coefficient or Pearson r was used to determine the significant relationship between soft skills of teachers and school efficiency.

Regression analysis was used to determine the significant influence of the domains of soft skills among teachers to managerial efficiency of public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Soft Skills of Teachers

As presented in Table 1 are the data on the summary of the soft skills of teachers. The data are presented as follows: People Skills got a

mean rating of 4.20 or Very High; Shared Skills obtained a mean rating of 3.87 or High and Communication Skills followed closely with a mean rating of 3.86 or High. It got an overall of 3.97 or higher. This means that the soft skills of teachers are oftentimes manifested in the workplace. This also means that a teacher is an individual with a well-rounded personality. They can make adjustments to any situation they are in and deal with people hospitably. Soft skills are an essential part of improving one's ability to work with others and can positively influence furthering your career. Soft skills can help you find, attract, and retain clients if you are a small business owner or self-employed.

This finding is in conjunction with the statement of Hinkley [11], who noted that succeeding in a complex and uncertain world demands great relationship skills. This tried and tested program provides a rigorous and challenging learning experience. Experiencing this relationship laboratory means participants leave with greater emotional intelligence, resilience and behavioural flexibility. Levinger and Segev [12] pointed out that working effectively within any organization demands great interpersonal skills. Our ability to successfully engage with others is ultimately influenced by the patterns of behaviours, beliefs, and attitudes that shape how we are with others.

Moreover, the finding is in consonance with the study of Sydorenko [13], which highlighted that high soft skills among teachers mean that they possess strong interpersonal skills, emotional intelligence, communication abilities, adaptability, and problem-solving skills. These qualities enable teachers to effectively connect with students, colleagues, and parents, fostering positive relationships and creating supportive learning environments. Teachers with high soft skills can empathize with students' needs, manage classroom dynamics adeptly, and adjust their teaching strategies to meet diverse learning styles. Overall, high soft skills among teachers contribute to improved student engagement, academic achievement, and overall school climate.

Table 1. Level of soft skills of teachers

Indicators	Mean	Description
1 Shared Skills	3.87	High
2 People Skills	4.20	Very High
3 Communication Skills	3.86	High
Total Mean	3.97	High

Table 2. Level of managerial efficiency

Indicators	Mean	Description
1 Managerial Outcomes	3.81	High
2 Managerial Strategies	4.07	High
3 Managerial Goals	3.73	High
Total	3.87	High

Table 3. Significant relationship between soft skills and managerial efficiency

Variables	r-values	Degree of Correlation	P – value	Decision
Soft Skills of Teachers (x) Managerial Efficiency (Y)	1.21	High	0.00	Reject Null Hypothesis

Note: Significance when $P < 0.05$

Table 4. Influence of Soft Skills among teachers on Managerial Efficiency

Regression Model	R	R ²	Degree	F	df	p-value	Decision
PS = 0.13+0.18SC+ 0.12CS– 0.8OA+2.13 S + 2.42 G.	0.50	0.25	Moderate	0.66	369	0.00	Accepted @0.05 level

PS=People Skills, OA=Managerial Outcomes
 SC=Shared Skills, S=Strategies
 CS=Communication Skills, G=Goals

3.2 Managerial Efficiency of Teachers

As shown in Table 2 are the data on the summary of managerial efficiency. The data are presented as follows: Managerial Strategies obtained an average rating of 4.07 or High; Managerial Outcomes gained an average rating of 3.81 or higher and Managerial Goals had a mean rating of 3.73 or High. This means that the managerial efficiency of the school is very satisfactory. This also means that the schools implemented comprehensive strategic planning and were able to produce performing learners both in the academe and in co-curricular activities. Efficiency in management means performing activities with the minimum wastage of resources, which also refers to the optimum utilization of resources to maximize profit.

This finding corroborates the statement of Millado et al. [14] who said that managerial efficiency is about each individual doing everything they know how to do and doing it well; in other words, managerial efficiency is the capacity of an organization to produce the desired results with a minimum expenditure of energy, time, money, and human and material resources. The desired effect will depend on the goals of the organization, which could be, for example, making a profit by producing and selling a product. If it operates efficiently, an organization will produce a product without

waste. If the organization has both managerial efficiency and efficiency, it will achieve its goal of making a profit by producing and selling a product without waste. This may be referred to as maximizing profits in economics and the business world.

Moreover, the finding affirms the view of Abidin et al. [15], who noted that high managerial efficiency among teachers denotes their adeptness in organizing and managing various facets of their teaching responsibilities. It encompasses effective time management practices, ensuring that lesson planning, instructional delivery, and assessments are well-coordinated and maximize instructional time. Teachers proficient in managerial efficiency skillfully allocate and utilize classroom resources, including technology and educational materials, to enhance learning experiences and achieve curriculum objectives [16]. They maintain well-organized classrooms that promote student engagement and minimize disruptions, fostering a conducive learning environment. Additionally, these teachers excel in task prioritization, focusing on essential educational goals while adapting their instructional strategies to meet the diverse needs of their students. Their strong communication skills enable effective collaboration with students, colleagues, and parents, thereby supporting positive educational outcomes and student success [17].

3.3 Significant Relationship between Soft Skills and Managerial Efficiency

As shown in Table 3 are the data on the significant relationship between soft skills and managerial efficiency. The r-values obtained is 1.21 which gained a high correlation between the independent and the dependent variables. It created a p-value of 0.385 which is lower than 0.05 level of significance. This finding leads to the conclusion that there is a significant relationship between the soft skills of teachers and managerial efficiency. This finding implies that well developed the soft skills of the teacher is, the higher the managerial efficiency of the school.

This finding is in line with the statement of Parmenter [18], who said that managerial efficiency measures the big-picture performance of an organization across a broad range of criteria. Financial performance, long-term planning, internal structure, and adherence to core values observed by everyone in the organization may all be critical components in understanding managerial efficiency.

3.4 Influence of Soft Skills among Teachers on Managerial Efficiency

As presented in Table 4 is a significant influence of soft skills among teachers to managerial efficiency. the results show a regression model, $PS = 0.13 + 0.18sc + 0.12cs - 0.08oa + 2.13s + 2.42g$. The obtained linear regression is significant at 0.05 level of significance ($f=0.6$, $p\text{-value}=0.60$). The result further implies that soft skills among teachers significantly influence managerial efficiency at a 0.05 level of significance. Efficiency and effectiveness can both be measured by key performance indicators that drive results. Productivity, input vs output, resource utilization, and profits are all factors that must be considered when making strategic management decisions. Optimizing both efficiency and effectiveness is key to driving your business forward, and enhancing processes to achieve company goals. Efforts should focus on balancing strategies for both, benefiting from higher productivity using fewer resources, and reducing pain points while increasing your bottom line. This further implies that soft skills among teachers directly influence managerial efficiency Teachers are the ones who have primary influence in managerial efficiency because being front liners in the school.

Moreover, this finding supports the study of Darling-Hammond and Cook-Harvey [19] who highlighted that teachers with strong interpersonal skills can build rapport with students, colleagues, and parents, fostering a supportive environment conducive to learning. Effective communication skills enable clear instruction and feedback, ensuring students understand expectations and learning goals. Moreover, teachers with high emotional intelligence can manage classroom dynamics and student behavior proactively, minimizing disruptions and optimizing instructional time. Adaptability and problem-solving skills allow educators to respond flexibly to challenges, adjusting teaching strategies as needed to meet diverse student needs and achieve educational objectives [20].

4. CONCLUSION

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

The Soft skills of teachers in terms of people skills, shared skills and communication skills are high. Thus, teachers have well-rounded personalities who can adjust to any situation with people hospitably. The level of managerial efficiency in terms of managerial outcomes, goals and strategies is high. Thus, a school organization is effective, having made a comprehensive strategic plan to produce performing learners both in the academe and in co-curricular activities, achieve goals, and formulate strategies for school efficiency. There was a significant relationship between the variables. The domains of the variables were significantly influenced by each other.

5. RECOMMENDATIONS

In the light of the findings drawn out by the researcher in this study, the following suggestions and recommendations are offered: It is suggested that the Department of Education should review policies to determine their efficiency and eventually redirect policies to fit them to the needs of the dynamic educational system. Moreover, DepED may revisit its strategies in attaining its goals and objectives if those strategies lead to achieving its goals. The School Administrator may develop their communication skills both oral and written. They should realize the importance of effective communication in an organization. Communication should be coupled with

transparency to gain the trust and support of the teachers and other subordinates. The classroom teachers should have undergone team building to develop cohesiveness and oneness in the workplace. Harmonious climate is very important in a workplace. This can only be attained if everyone is cognizant of the organization's directions and intertwines all their efforts towards achieving all these managerial goals. For future researchers, it is strongly recommended that a relative study on the shared skills of teachers about school efficiency will be conducted.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

CONSENT

In this research, ethical considerations were prioritized to ensure the integrity and credibility of the study. Written consent was obtained from participants, their confidentiality and anonymity were ensured, and any form of deception was avoided unless absolutely necessary and justified. The potential impact of the findings on the community was considered, and harm or distress was avoided. Transparency was maintained in data collection, analysis, and reporting, and any conflicts of interest were disclosed. By adhering to these ethical principles, the rights and well-being of participants were safeguarded, upholding the standards of responsible research.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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