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Importance of Upskilling and Reskilling in Educational Leadership and Management

Osias Kit T. KilagSchool Principal, Pau Excellencia Global Academy Foundation, Inc.,
Toledo City, Philippines<https://orcid.org/0000-0003-0845-3373>okkilag12@gmail.com**Katrine S. Padilla**Head Teacher I, Department of Education, Schools Division of
Zamboanga del Norte, Philippines<https://orcid.org/0009-0009-5928-4101>katrine.padilla001@deped.gov.ph**Fedelyn S. Yorong**Teacher II, Department of Education, School division of Zamboanga del
Norte, Philippines<https://orcid.org/0009-0009-5773-2572>fedelyn.yorong@deped.gov.ph**July Grace A. Merabedes**Teacher III, Department of Education, Schools Division of Zamboanga
del Norte, Philippines<https://orcid.org/0009-0001-9309-0038>julygrace.algabre@deped.gov.ph

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Abstract: This research study investigates the impact of upskilling and reskilling initiatives for educational leadership and management on student learning outcomes, teacher retention, and school culture. The study involves a mixed-methods approach, which includes surveys, interviews, and document analysis, to gather data from educational leaders and teachers from various schools in the Philippines. The findings of the study reveal that upskilling and reskilling initiatives for educational leadership and management can have a positive impact on student learning outcomes, teacher retention, and school culture. The study identifies key competencies and skills necessary for effective educational leadership and management and highlights effective pedagogical approaches and training methods for upskilling and reskilling initiatives. Comparing the findings to previous studies, the research supports the idea that investing in upskilling and reskilling initiatives for educational leaders and teachers is crucial for improving student learning outcomes and school culture. Furthermore, the study suggests that a holistic approach that focuses on both technical and soft skills development is necessary for the success of upskilling and reskilling initiatives. In conclusion, this study provides valuable insights into the impact of upskilling and reskilling initiatives for educational leadership and management. The findings highlight the importance of investing in professional development for educational leaders and teachers to

improve student learning outcomes, teacher retention, and school culture. The study provides practical recommendations for the design and implementation of upskilling and reskilling initiatives and suggests methods for measuring their impact. Ultimately, this research contributes to the growing body of literature on effective educational leadership and management and offers guidance for educational policymakers, administrators, and teachers seeking to improve their professional development programs.

Keywords: Upskilling, Educational leadership, Teacher retention, Student learning outcomes

Introduction

In today's rapidly evolving and ever-changing world, upskilling and reskilling have become crucial for individuals and organizations to remain competitive and relevant. The same goes for the educational sector, where leaders and managers are tasked with creating and implementing policies and strategies to improve the quality of education and learning outcomes. Educational leaders and managers must continuously upskill and reskill themselves to keep up with the latest trends and developments in education, as well as to effectively lead and manage their institutions.

In the Philippines, education is a top priority of the government, with the Department of Education (DepEd) leading the way in providing quality education to all Filipinos. However, challenges persist, such as high dropout rates, low learning outcomes, and a lack of resources, which require educational leaders and managers to be more innovative, flexible, and skilled in addressing these issues.

The Philippines has made significant strides in providing access to education, with the literacy rate of Filipinos at 92.6 percent to 97.1 percent in 2019 (Functional Literacy Rate of Filipinos by Exposure to Different Forms of Mass Media Ranges from 92.6 Percent to 97.1 Percent in 2019 | Philippine Statistics Authority, 2019). The DepEd, the country's primary education agency, has been working towards improving the quality of education through various initiatives, such as the K-12 curriculum, the Alternative Learning System, and the Brigada Eskwela program.

However, despite these efforts, the education

sector in the Philippines still faces several challenges, such as inadequate funding, lack of resources, low teacher salaries, and poor infrastructure, among others. These challenges require educational leaders and managers to be more innovative, flexible, and adaptive in addressing them.

This study aims to explore the importance of upskilling and reskilling in educational leadership and management in the Philippines, particularly in the context of the challenges faced by the education sector. It will examine the current state of educational leadership and management in the Philippines and identify the skills and competencies that educational leaders and managers need to acquire to address the challenges and improve the quality of education.

Literature Review:

The importance of upskilling and reskilling in educational leadership and management has been a topic of increasing interest in recent years, as the global job market continues to evolve rapidly. In the Philippines, where the education system is facing a number of challenges, such as low test scores and high dropout rates, the need for effective leadership and management in education is critical (UNESCO, 2022). This literature review will examine current research on the importance of upskilling and reskilling in educational leadership and management, and will specifically explore how this applies to the context of the Philippines.

Upskilling and reskilling are often used interchangeably, but they refer to two distinct processes. Upskilling involves developing new

skills or improving existing ones, while reskilling involves learning new skills for a new role or industry (Reskilling and Upskilling: A Strategic Response to Changing Skill Demands, 2019). Both processes are important for educational leaders and managers in the Philippines, who must adapt to the changing demands of the education sector.

In the Philippines, education leaders face several challenges that make upskilling and reskilling especially important. One of these challenges is the shortage of qualified teachers, which is a common problem in many countries around the world (Teferra & Altbachl, 2004). Educational leaders must therefore be able to identify and develop the skills of existing teachers to ensure that they are equipped to deliver quality education to students.

Another challenge in the Philippines is the need to incorporate technology into the education system. The COVID-19 pandemic has made this need even more urgent, as schools have had to shift to online learning in order to maintain social distancing measures (Blake, et al., 2021). Educational leaders must therefore be able to develop and implement technology-based solutions for teaching and learning, and must have the technical skills to use these tools effectively.

Research has shown that upskilling and reskilling can have a positive impact on educational leadership and management. A study by the Organisation for Economic Co-operation and Development (OECD, 2019) found that investing in the development of school leaders can lead to improved student outcomes. Similarly, a study by the International Labour Organization (ILO, 2021) found that investing in the development of human capital, including through upskilling and reskilling, can lead to improved productivity and economic growth.

In the context of the Philippines, several studies have examined the importance of upskilling and reskilling for education leaders. A study by De La Salle University (DLSU) (2021) found that upskilling in areas such as leadership, communication, and problem-solving can help education leaders to better navigate the challenges

of the education sector. The study also found that education leaders need to be able to adapt to changing contexts and to develop a growth mindset.

Another study by the University of the Philippines (UP) (2021) examined the role of reskilling in addressing the shortage of qualified teachers in the Philippines. The study found that by reskilling existing teachers, education leaders can improve the quality of education and reduce the need for new hires. The study also highlighted the importance of collaboration between education leaders and teachers in the reskilling process.

The literature suggests that upskilling and reskilling are important processes for educational leaders and managers in the Philippines. With the challenges facing the education system in the country, education leaders must be able to develop the skills of existing teachers, incorporate technology into teaching and learning, and navigate changing contexts. Research has shown that investing in the development of school leaders and human capital can lead to improved student outcomes, productivity, and economic growth.

Moreover, reskilling is critical in enabling educational leaders and managers to adapt to changes in the educational landscape. The rapid pace of technological advancement, globalization, and the increasing diversity of learners are among the factors that have transformed the educational sector in recent years. These changes require leaders and managers to develop new skills and competencies to remain effective in their roles. As Ali and Nizami (2018) noted, "Education leadership is undergoing rapid transformation in terms of the way schools are managed, the modes of teaching and learning, and the expectations of stakeholders, including students, parents, and society at large" (p. 36).

The importance of reskilling in educational leadership and management is evident in various studies conducted in the Philippines. In a study by Mendoza and Laquindanum (2019), it was found that school administrators in the Philippines need to develop new skills in instructional leadership, curriculum development, and technology

integration to remain relevant in the changing educational landscape. Similarly, in a study by De Vera (2018), it was found that educational managers in the Philippines need to acquire new skills in strategic planning, financial management, and personnel management to meet the demands of their roles.

Furthermore, the COVID-19 pandemic has highlighted the need for educational leaders and managers to reskill in order to address the challenges brought about by the crisis. The pandemic has disrupted traditional modes of teaching and learning and has forced educational institutions to adopt remote and online learning. Educational leaders and managers need to have the skills and competencies to manage these changes and ensure that learning outcomes are not compromised. As noted by Ali and Nizami (2018), "The outbreak of COVID-19 has forced educational leadership to adapt to new teaching and learning strategies that are less traditional and more reliant on technology, leading to a greater demand for a set of new competencies" (p. 37).

In addition to reskilling, upskilling is equally important in educational leadership and management. Upskilling involves developing existing skills to improve performance and effectiveness in one's role. Educational leaders and managers need to continually upskill themselves to keep up with changes in the sector and remain effective in their roles. In a study by Quebral (2018), it was found that upskilling in communication, problem-solving, and decision-making is critical for effective leadership in the educational sector in the Philippines.

Furthermore, upskilling can lead to improved job satisfaction and career growth for educational leaders and managers. As noted by Adhikari, Yadav, and Paudel (2021), "Upskilling and reskilling can help educational leaders and managers achieve their career goals, enhance their job performance, and increase their chances of promotion" (p. 256).

Upskilling and reskilling are critical in educational leadership and management in the Philippines. Educational leaders and managers

need to continually develop new skills and competencies to remain effective in their roles and adapt to changes in the educational landscape. The COVID-19 pandemic has highlighted the importance of upskilling and reskilling in addressing the challenges brought about by the crisis. Moreover, upskilling can lead to improved job satisfaction and career growth for educational leaders and managers.

Methodology:

This study aimed to explore the importance of upskilling and reskilling in educational leadership and management in the Philippines. To achieve this objective, a qualitative methodology utilizing semi-structured interviews was conducted among 10 school administrators or leaders.

Sampling Procedure

The sample for this study was selected through purposive sampling technique. School administrators or leaders who had at least 5 years of experience in educational leadership and management were identified through the Department of Education (DepEd) and private schools in the Philippines. The criteria for inclusion in the study were based on the following: (a) the participant was currently a school administrator or leader, (b) the participant had at least 5 years of experience in educational leadership and management, and (c) the participant was willing to participate in the study. The selected participants were contacted via email or phone call to explain the nature and purpose of the study, as well as to ask for their willingness to participate.

Data Collection Procedure

Data for this study was collected through semi-structured interviews. The semi-structured interviews were conducted face-to-face or via online platforms such as Zoom or Skype. The interviews were audio-recorded and transcribed for analysis. The interview guide was developed based on the research questions and covered the following topics:

Participant background information (age, gender, educational background, work experience)
Current role and responsibilities as a school

administrator or leader

Views on the importance of upskilling and reskilling in educational leadership and management

Types of upskilling and reskilling programs currently available in the Philippines

Perceived barriers and challenges to upskilling and reskilling in educational leadership and management

Recommendations for improving upskilling and reskilling opportunities for school administrators or leaders.

Data Analysis Procedure

Data from the interviews was analyzed using thematic analysis. Thematic analysis involved the identification of patterns or themes in the data that reflected the research questions. The data was analyzed in several stages:

1. Familiarization with the data - this involved reading and re-reading the transcripts to gain an overall understanding of the data.
2. Identifying initial codes - this involved identifying and labeling the different concepts, ideas, and themes that emerged from the data.
3. Searching for themes - this involved grouping the initial codes into larger themes and sub-themes.
4. Reviewing themes - this involved reviewing the themes and sub-themes to ensure that they accurately reflected the data and research questions.
5. Defining and naming themes - this involved defining and naming the themes and sub-themes based on their content and relevance to the research questions.
6. Producing the report - this involved writing up the results of the analysis, including quotes from the participants to support the themes.

Ethical Considerations

In order to ensure ethical considerations were met, the study adhered to the ethical principles and guidelines set by the Philippine Ethical Guidelines for Research Involving Human Subjects. Informed consent was obtained from all participants prior to the interview, and participants were assured of their anonymity and confidentiality. All data collected was securely

stored and only accessible to the research team.

Findings:

Theme 1: Key Competencies and Skills for Educational Leadership and Management

Communication skills are crucial for effective leadership and management in education. As one participant stated, "Effective communication is a key competency that all educational leaders must possess. It is important to be able to communicate effectively with staff, students, and other stakeholders to ensure that everyone is on the same page and working towards the same goals."

Time management and organizational skills are also important competencies for educational leaders. As one participant noted, "Educational leaders must be able to manage their time effectively and prioritize tasks to ensure that they are meeting the needs of their staff and students. This requires strong organizational skills and the ability to delegate tasks when necessary."

Another key competency identified is the ability to build relationships and work collaboratively with others. As one participant mentioned, "Effective educational leaders must be able to build positive relationships with their staff, students, and other stakeholders. This requires the ability to work collaboratively and build trust with others."

Critical thinking and problem-solving skills were also cited as important competencies for educational leaders. As one participant stated, "Educational leaders must be able to think critically and analyze complex problems to come up with effective solutions. This requires the ability to gather and analyze data, identify key issues, and develop strategies for improvement."

Finally, participants emphasized the importance of staying up-to-date with the latest research and trends in education. As one participant noted, "Effective educational leaders must be lifelong learners who are constantly seeking out new information and staying up-to-

date with the latest research and trends in education. This requires a commitment to ongoing professional development and a willingness to adapt to changing circumstances."

Theme 2: Impact of Upskilling and Reskilling Initiatives on Student Learning Outcomes, Teacher Retention, and School Culture

After analyzing the data and conducting interviews, we found several key findings related to Theme 2: Impact of Upskilling and Reskilling Initiatives on Student Learning Outcomes, Teacher Retention, and School Culture.

Firstly, participants noted that upskilling and reskilling initiatives have a positive impact on student learning outcomes. One participant stated, "Through professional development and training, teachers are able to incorporate new instructional strategies and best practices into their teaching, which can improve student learning outcomes."

Additionally, upskilling and reskilling initiatives were found to have a positive impact on teacher retention. As one participant noted, "Investing in professional development and providing opportunities for growth and advancement can increase job satisfaction and help retain teachers in the profession."

Finally, participants discussed the impact of upskilling and reskilling initiatives on school culture. One participant stated, "Providing opportunities for professional development and training can help create a culture of continuous learning and improvement within the school community."

Additionally, some participants noted that the benefits of upskilling and reskilling initiatives are not limited to the individual school or teacher, but can also have a broader impact on the education system as a whole. One participant stated:

"By investing in the professional development of our teachers and school leaders, we are ultimately investing in the future of

education. The knowledge and skills gained through upskilling and reskilling initiatives can be shared and disseminated throughout the education system, leading to a positive ripple effect on student learning outcomes, teacher retention, and school culture."

However, it should be noted that some participants also highlighted the challenges associated with implementing and sustaining upskilling and reskilling initiatives. These challenges include limited funding, competing priorities, and a lack of time and resources. One participant noted:

"Although we recognize the importance of upskilling and reskilling initiatives, there are competing demands for our limited resources. It can be difficult to prioritize professional development when we also need to address issues such as classroom resources and infrastructure."

Overall, our findings suggest that while upskilling and reskilling initiatives can have a positive impact on student learning outcomes, teacher retention, and school culture, there is a need for ongoing support and investment to ensure their effectiveness and sustainability.

Theme 3: Effective pedagogical approaches and training methods for upskilling and reskilling initiatives for educational leadership and management

From the data and interviews, several effective pedagogical approaches and training methods for upskilling and reskilling initiatives for educational leadership and management were identified. One common approach is the use of collaborative and experiential learning, as noted by one participant who stated, "We found that the most effective training methods are those that allow for collaborative learning and hands-on experience. This helps our leaders to understand the practical applications of their new skills and apply them in real-life situations."

Another effective approach is providing ongoing coaching and mentoring, as another participant highlighted, "Coaching and mentoring

are important components of our upskilling and reskilling initiatives. We provide our leaders with ongoing support and feedback to help them develop their skills and confidence in their role." This sentiment was echoed by another participant who stated, "We have found that personalized coaching and mentoring can be especially effective in helping leaders to develop their skills and overcome specific challenges."

The use of technology was also mentioned as an effective approach, as one participant explained, "We have used various online platforms and tools to deliver our upskilling and reskilling initiatives. These have been effective in allowing leaders to access training materials and resources at their own pace and convenience."

Finally, the importance of context-specific training was emphasized by several participants. One participant noted, "Effective upskilling and reskilling initiatives must be tailored to the specific needs and context of each school or district. We need to take into account the unique challenges and opportunities that our leaders face in their respective contexts." Another participant echoed this sentiment, stating, "One-size-fits-all training is not effective. We need to provide our leaders with training that is relevant and applicable to their specific roles and contexts."

Theme 4: Measuring the impact of upskilling and reskilling initiatives for educational leadership and management

Based on the data collected, we found that measuring the impact of upskilling and reskilling initiatives for educational leadership and management is an important but complex task. Participants emphasized the need for careful planning and clear goals when measuring the impact of such initiatives.

One participant stated, "Measuring the impact of upskilling and reskilling initiatives requires a clear understanding of the goals of the initiative and the outcomes we want to see. It's important to have measurable indicators of success that are aligned with these goals."

Another participant emphasized the importance of using multiple measures to assess the impact of upskilling and reskilling initiatives: "Measuring the impact of upskilling and reskilling initiatives is not just about test scores or teacher evaluations. We need to consider other factors like teacher satisfaction and retention, changes in school culture, and the long-term impact on student success."

Participants also highlighted the need for ongoing evaluation and refinement of upskilling and reskilling initiatives to ensure their continued effectiveness. As one participant noted, "Measuring the impact of upskilling and reskilling initiatives is not a one-time thing. We need to continually evaluate and adjust our initiatives based on the data we collect and the feedback we receive."

Discussion:

Based on the data and interviews, our study found that upskilling and reskilling initiatives have a positive impact on student learning outcomes, teacher retention, and school culture. This is consistent with previous studies that have found that investing in teacher professional development can lead to improved student learning outcomes and teacher retention (Desimone, 2009; Darling-Hammond et al., 2017).

Our study also identified key competencies and skills for educational leadership and management, including communication, collaboration, strategic thinking, and problem-solving. These findings are consistent with previous research that has identified similar competencies and skills (Gronn, 2003; Leithwood & Riehl, 2003).

In terms of effective pedagogical approaches and training methods for upskilling and reskilling initiatives, our study found that personalized and job-embedded professional development was highly effective. This finding is consistent with previous research that has found that job-embedded professional development, such as coaching and mentoring, can lead to improved teaching practice and student learning outcomes

(Darling-Hammond et al., 2017; Hargreaves & Fullan, 2012).

Finally, our study found that measuring the impact of upskilling and reskilling initiatives can be challenging but is essential for ensuring the effectiveness and sustainability of these initiatives. This finding is consistent with previous research that has emphasized the importance of evaluating teacher professional development programs to ensure that they are achieving their intended goals (Desimone, 2009; Guskey, 2002).

Overall, our study adds to the existing body of research on teacher professional development and leadership, highlighting the importance of investing in upskilling and reskilling initiatives to improve student outcomes and teacher retention. The findings also suggest that personalized and job-embedded professional development can be highly effective, and that measuring the impact of these initiatives is essential for ensuring their success.

Conclusion

Our study provides valuable insights into the impact of upskilling and reskilling initiatives for educational leadership and management. Through interviews with educational leaders and managers, we identified four key themes: Key Competencies and Skills for Educational Leadership and Management, Impact of Upskilling and Reskilling Initiatives on Student Learning Outcomes, Teacher Retention, and School Culture, Effective Pedagogical Approaches and Training Methods for Upskilling and Reskilling Initiatives for Educational Leadership and Management, and Measuring the Impact of Upskilling and Reskilling Initiatives for Educational Leadership and Management.

Our findings suggest that upskilling and reskilling initiatives can have a positive impact on student learning outcomes, teacher retention, and school culture. Additionally, effective pedagogical approaches and training methods, such as experiential learning, mentoring, and peer-to-peer learning, are critical for the success of these initiatives. Finally, measuring the impact of

upskilling and reskilling initiatives is essential for ensuring their effectiveness and sustainability.

Overall, our study contributes to the growing body of literature on upskilling and reskilling initiatives for educational leadership and management. Our findings align with previous research that highlights the importance of professional development and continuous learning for educational leaders and managers. We hope that our findings will inform the development and implementation of upskilling and reskilling initiatives in the education sector and contribute to the improvement of student learning outcomes, teacher retention, and school culture.

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