



Micro Politics Abilities and Work Performance of School Heads of Elementary Schools in Davao Oriental Division

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1. The Problem and Its Setting

The school organization is continually changing and the need for both leadership and management today is more important, serious, and challenging. It is grappled by different problems and pressures to address the needs of the education system. Schools are expected to immediately cope and adapt with the continuous changing environment to survive. A school head helps the school to attain high level of performance through the utilization of its resources. It is expected that school head as leader and manager have the knowledge, skills and ability to promote the success of all students by managing the school organization, operation and resources in a way the promotes a safe, efficient and effective learning environment (Cruz et al., 2016). However, schools never run out of problems which affect the work performance of school heads.

In US, school principals were being asked of the challenges they encountered that affect their work performance. This includes overwhelming effects of poverty, increasing pressures on student achievement, the breakdown of communities, lack of financial resources, and a host of other issues, many of which coalesce to further complicate the work of principals. Other problems also include the effects of bullying and cyberbullying of students on and off the school grounds (O'Brennan, Waasdorp & Bradshaw, 2014), and the increasing difficulty in creating and maintaining a positive school climate and culture that are considered so important to current school success (Kallestad, 2010). Many of these issues mirror changes in our society and school leaders must be prepared to deal with them. The voices of these principals suggest a need to radically rethink our preparation programs for school administrators.

In the Philippines, school heads have also encountered some dilemma. Education managers and school heads find themselves confronting issues for which they have not been trained. This may include rigorous academic standards, various teacher's behaviors, integration of special needs students into regular classrooms, gang and fraternal trouble, and even sexual harassment and molestation of students. For this matter, they are increasingly defining themselves as learners, constantly scanning the environment for new ideas, tools, and solutions. And to do so, these school managers must overcome such barriers like lack of time, insufficient rewards, fear that visibly engaging in learning is an admission of imperfection, and negative attitudes from previously poorly conceived professional development activities (Uy, n.d.).

In the Division of Davao Oriental, the researcher observed that school heads' work performance has been tested in all forms of management. They encountered conflicts with parents, teachers, and other members of the school community. They had also problems on budgeting the school's MOOE since it was a meager amount compared to the school's needs. When it comes to shortage of budget, school heads needed to find means in order to gain support by using their political abilities.

In so far, the researcher had not encountered a research regarding school heads' micro politics abilities and work performance specifically in the local setting. In fact, the researcher had not come across a study that investigated about the two variables specifically in Davao Oriental Division. Given these situations, the researcher investigated the abovementioned variables.

In this academic endeavor, the researcher shed light regarding school heads' micro politics abilities and work performance. This undertaking also hoped to provide insights to the policy makers in crafting policies, programs, interventions, projects, activities that would motivate school leaders to upgrade the school heads' micro politics abilities and work performance for the betterment of the school community.

Review of Significant Literature

The related literature and studies of this study provided inputs about micro politics abilities of school heads and performance of school heads of elementary schools. The independent variable is micro politics abilities of school heads. It has five indicators, namely: power, influence, authority, conflict, and collaboration (Cermino, 2007). Meanwhile, the dependent variable is the work performance of school heads. It has five indicators, namely: instructional leadership, learning environment, human resource management and development, parents involvement and community partnership, and school leadership management and operations (Masalon et al., 2022).

Micro Politics Abilities of School Heads

Great leaders make outstanding schools. The most successful leaders create a school climate of high achievement and continuous improvement, give teachers a voice in decision-making, use data to drive curriculum and instruction, and assure students and parents that everyone focuses on student success. According to DepEd Order No. 42 s. 2017, school heads play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning (Masalon et al., 2022).

Micropolitics is the study of politics within schools has been understood as the study of how things really work in schools, not necessarily how an organizational chart or a principal's action plan would like them to work. It is suggested that micropolitics depicts how people attempt to use power to influence others, protect themselves, or compete for what they want. Micropolitics itself was a "means for becoming aware of the complex and often contradictory power relations and webs of influence affecting and guiding unconsciously professional practices (Colegio, 2018).

Principals who have developed political skill can weigh the potential implications of their decisions with precision. political skill has been defined as the ability to effectively understand others at work, and to use knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives. Fisher (2014) remarked that in the age of accountability, principals have been expected to be curricular leaders, educational visionaries, budget analysts, experts on public relations, and legal contracts while negotiating conflicting interests among students, staff, community members, and district office officials.

Power. The school principal is the leader who will achieve the aims of education, maintain the institution's continuity and provide a positive atmosphere in the school. The school principal gets his status from formal powers. The use of these formal powers together with social and technical powers ensures they are adopted as leaders by other members of the school. At this point, it can be said that the ethical behavior of the school principal as a leader is important in management processes (Özgenel & Aksu, 2020).

Influence. Schools possess dynamic social environments that present numerous challenges for campus leaders. To meet these challenges, effective principals work with a variety of school stakeholders on the campus to optimize all facets of the organization. Whether principals are encouraging students to increase their levels of academic achievement, engaging the instructional needs of the faculty, or addressing important organizational issues, the abilities of school leaders to influence their constituencies looms large.

Authority. School heads are the persons in authority who manage the school and are considered the pillars of the educational system. Along with their authority, they are accountable for the outcomes of the school operations, programs, and projects. As stated in the Republic Act No. 9155, the school heads shall have the Authority, Responsibility, and Accountability in managing all school affairs. They are accountable for the pupils' learning outcomes, teachers' personal and professional development, establishing a conducive learning environment and maintaining networking and linkages of both internal and external stakeholders, and so as the performance of the school. Thus, the success and failure of the school depends on the kind of school head it has (Lapuz & Pecajas, 2022).

Conflict. Principals and teachers do involve in conflict resolution and management in the school system on issues bordering on students' discipline and control. Conflict resolution involves the reduction, elimination, or termination of all forms and types of conflicts. Hence, conflict resolution tends to use terms like negotiation, bargaining, mediation or arbitration. While conflict management is a method incorporated to facilitate a positive or at least an agreeable outcome. Therefore, when conflict arises, they must be managed with a view to resolving them, using either of these strategies: integrating, compromising, avoiding, and dominating (Kalagbor & Nnokam, 2015).

Collaboration. In education teachers' individual and collective efforts are essential in order to improve student learning and realize reforms successfully. In this respect, capacity development is very important at schools. Capacity development is a complicated state based on motivation, skill development, learning, positive organizational culture and support mechanisms. As far as capacity development is concerned, it is more important for school principals to establish collaborative professional learning communities at schools than ever (Balzer, 2015).

Work Performance of School Heads. Being a school principal is to be balanced between being rewarding and challenging. It is not easy to be a principal as some may not be able to handle principal responsibilities. This is due to the fact that there are certain characteristics of highly effective principal that some people do not possess. Furthermore, besides the obvious professional requirement needed to become a principal, there are several traits that good principals possess allowing them to do their work successfully (Meador, 2018).

Instructional Leadership. Instructional leadership is a model of school leadership in which a principal works alongside teachers to provide support and guidance in establishing best practices in teaching. Principals employing this model of leadership communicate with their staff and together set clear goals related to student achievement. In this model, teachers are supported by the principal. The principal provides coaching and mentoring to those teachers who require it, as well as professional development opportunities that allow teachers to explore best practices in teaching. The goal of instructional leadership is for the principal to work closely with teachers in order to increase student achievement (Brolund, 2016).

Learning Environment. The environment in schools is crucial in developing a healthy environment where education is easily attained and prevalent. The importance of principals in creating this healthy environment is key to the transformation of schools. School systems can either be worlds of disorder, frustration, and failure or worlds of enthusiasm and opportunity, based on how leadership is practiced. Leadership has a tremendous impact on schools (Mejia, 2016).

Principals should know that they can reform a school; lead it to being a "great" school; and still lead a healthy, balanced life. Surround yourself with good people, empower and support them, and let them create amazing programs that help adults connect with students to create a caring community in which

kids reach their potential. Mediocre schools find ways to stifle creative new ideas. Great schools find avenues to promote innovation in student learning. A great school places the individual before the policies and rules and works to find a solution that is right for each situation (Mejia, 2016).

Human Resource Management and Development. Human resource division is an essential part of any organization. The officials working in this section are called human resource managers. The responsibilities of these managers are planning, recruiting, selection, induction, training, developing, ensuring safety, determining compensation packages and smoothing career path of personals working in the organization. Human resource managers in education organization also perform these common jobs. Apart of these, there are other human resource managers in education. They are principals, their deputies, head of the department, teachers, parents, guardians and so on. Their core responsibilities are to manage, nurture, educate and prepare the prospective human resources of the society (Hoque, 2014).

In addition, the demands of school-community relations tend to involve working with community councils, community development associations, parent-teacher associations and other local organisations that have an interest in schools. The goal of such relationships, in the view of Khan, Khan, Mustafa and Rehman (2012), is usually to encourage community support for school, to support teachers, to build and maintain facilities, or to encourage parents to ensure that their children do their homework, and to send their children to school.

Parents Involvement and Community Partnership. Parent involvement is related to the variables, such as student success, family income, psychological status of parents, willingness to communicate with the school and the teacher, and wondering about the progress of the education of the student (Tabak, 2020). School principals' contribution can determine the level and quality of communication between school management and teachers and also between parents and school, shaping the nature of teachers' attitudes and encouraging *parental involvement* in their school. Principals can maintain an *open-door approach* with parents organizing and facilitating parent-teacher involvement (Anastasiou & Papagianni, 2020).

School Leadership Management and Operation. Leadership in schools is the most important factor in achieving improvements in school performance. Leaders make a significant difference in any organization. There is no single way to lead which can guarantee success, leadership in situated and contextual, involving issues such as diversity, inclusion and equity and embracing change to embed social justice. In order to achieve success a school requires trained and committed teachers but in return they need the leadership of a highly effective principal (Atkinson, 2013).

Micro Politics Abilities and Work Performance of School Heads

The principal's job is very essential and governs the equal of student learning consequences. Principal performances are also in line with teachers' output and self-esteem. The principal performances create the feeling at home in encouraging teachers and employees to work in harmony with the rules and programs that have been delineated so that work output becomes great and pupil learning outcomes also upsurge. Principal performance is one important factor that affects teacher pedagogical competence (Minadzi & Nyame, 2016).

Synthesis

The compiled relevant literature and studies firmly substantiated the relationship of the variables in this study. It also offered varied inputs for each variable. It was presented in this section that the micro politics abilities of school heads are linked to their performance as supported by several studies. The presentations and discussions of related studies presented significant information which would be valuable in the professional discussion of the findings of the study and in the sound formation of the recommendations.

Theoretical and Conceptual Framework

The theory adopted in this study was path-goal theory advanced by House (1968). The theory asserted that a good leader should enhance subordinates job performance by clarifying and setting goals with the subordinates the leader shows the subordinates a clear path to follow and how to remove barriers to goals achievement. The theory stipulated that path-goal approach helps in improving the performance of subordinate (teachers) thus enhancing goal achievement as follow, when subordinates (teachers) are confused, the leader tells them what to do and shows them a clear path to follow when path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leader's practices thus performing effectively. The leader's performance further enhance the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between head of schools and teachers thus facilitating good performance among teachers which also affect their work performance as a school head.

Figure 1 shows the conceptual model of the study. It focuses on the extent of micro politics abilities and work performance of school heads. The independent variable is micro politics abilities. It has five indicators, namely: power, influence, authority, conflict, and collaboration (Cermeno, 2007). In this study, power refers to the capacity or ability of the school head to direct or influence the behavior of others or the course of events. Influence refers to the capacity of school heads to have an effect on the character, development, or behavior of someone or something Authority refers to the the capacity of school head to give orders, make decisions, and enforce obedience. Conflict refers to the ability of the school head to resolve conflicts. Collaboration refers to the capacity of the school head to promote involvement among stakeholders.

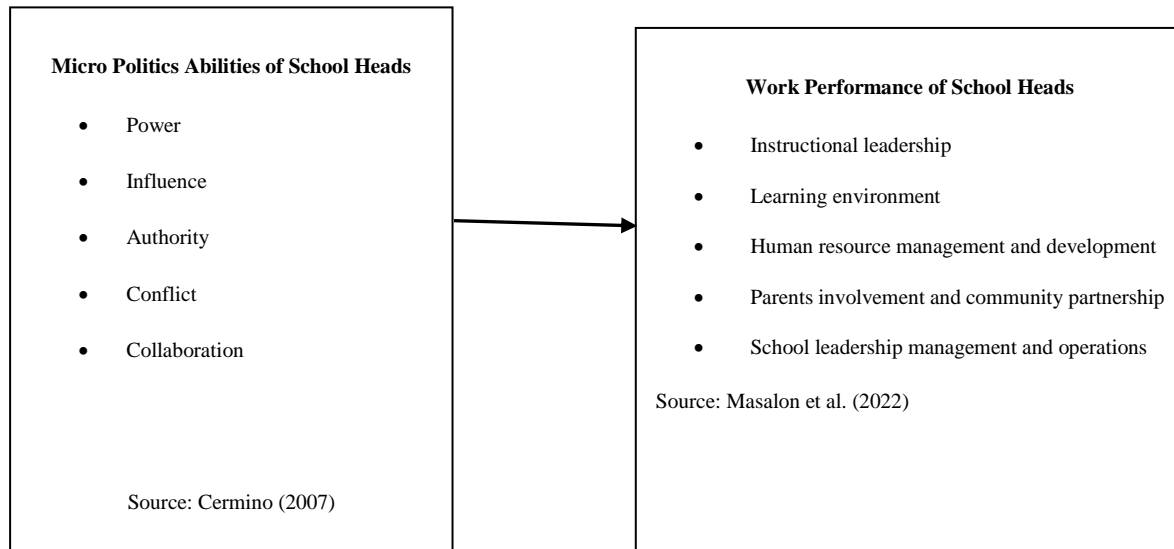
INDEPENDENT VARIABLE**DEPENDENT VARIABLE**

Figure 1. The Conceptual Framework of the Study

Statement of the Problem

This study determined the relationship between micro politics abilities and work performance of school heads in selected public elementary schools in Davao Oriental Division. More specifically, it sought to answer the following questions:

1. What is the extent of micro politics abilities of school heads as perceived by elementary teachers in terms of:
 - 1.1 power;
 - 1.2 influence;
 - 1.3 authority;
 - 1.4 conflict; and
 - 1.5 collaboration?
2. What is the extent of work performance of school heads as perceived by elementary teachers in terms of:
 - 2.1 instructional leadership;
 - 2.2 learning environment;
 - 2.3 human resource management and development;
 - 2.4. parents involvement and community partnership; and
 - 2.5 school leadership management and operations?
3. Is there a significant relationship between the domains of micro politics abilities and work performance of school heads?
4. Which domains of micro politics abilities significantly influence the work performance of school heads?

Hypothesis

The null hypotheses were tested at 0.05 level of significance:

- Ho1. There is no significant relationship between micro politics abilities and work performance of school heads.
- Ho2. None of the domains of micro politics abilities significantly influence the work performance of school heads.

This academic pursuit may serve as a means to have a reflective analysis and insights regarding the performance of school heads since it is really significant for all members of the school community specifically school heads to have outstanding school performance by showcasing their micro politics abilities. It is believed that the micro politics abilities of school heads are linked to their work performance.

In the educational context, this study would be advantageous to relevant institutions, namely: DepEd officials, school heads, teachers, and researchers. This would help the beneficiaries to create policies, programs, interventions, and projects that would help school heads to have an outstanding performance.

DepEd Officials. This undertaking may give ideas to the higher officials on how to keep on guiding teachers to upgrade their craft in teaching and be competent in their field of expertise. Sustainable programs, projects, interventions, activities may be crafted by these policymakers that would lead to developing a solid foundation of teaching competencies among Math teachers.

School Heads. This study would guide the school principals to reflect of their own actions and to assess the status of their micro politics abilities. It would also help them to craft initiatives and means in order to achieve outstanding performance as expected from them by means of strengthening their micro politics abilities.

Teachers. This study would serve as an opportunity for teachers to extend their help and assistance to their school heads given the fact that they serve as backbone to their school head's leadership. Furthermore, this study would also serve as an eye-opener for the teachers that they could help their school heads in strengthening their micro politics abilities and their school performance.

Future Researchers. This endeavor may serve as a paradigm model for future researchers. Also, future researchers may explore other factors relevant to the micro politics abilities and performance of school heads which have not been explored in this current study. Considering other research approach may also provide an in-depth analysis about micro politics abilities and performance of school heads.

Important terms were being defined conceptually and operationally in order to provide a clear view of the content of this study.

Micro Politics Abilities. It refers to the exercise of influence through persuasion, manipulation, and negotiation. In this study, it refers to power, influence, authority, conflict, and collaboration.

Work Performance. It is an accomplishment of the assigned tasks for achieving organization's goal. In this study, it refers to instructional leadership, learning environment, human resource management and development, parents involvement and community partnership, and school leadership management and operations.

2. Method

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure and data analysis which were employed on this investigation.

Research Design

This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and [generalize](#) results to wider populations. (Bhandari, 2022). It is the opposite of [qualitative research](#), which involves collecting and analyzing non-numerical data. Moreover, a descriptive correlation study is a study in which the researcher is primarily interested in describing the relationships between variables without attempting to establish a causal relationship (Noah, 2021).

This research journey was considered as quantitative since it depended on statistical figures and numbers when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of micro politics abilities and work performance of school heads. In addition, this academic pursuit was correlational since its purpose was to measure the relationship between micro politics abilities and work performance of school heads in selected elementary schools in the Division of Davao Oriental.

Research Respondents

This study catered the 150 public elementary teachers in the Division of Davao Oriental. It was claimed that 50 to 100 samples were enough when testing the regression analysis (Hair et al., 2020). Hence, the 150 respondents were enough to address the purpose of this study.

Probability sampling specifically two-staged cluster sampling was used to identify the sample of the study. It is a kind of sampling technique in which the likelihood or probability of each piece being included may be defined. In other words, every member of the population must have an equal and independent probability of being included in the sample (Ragab & Arisha, 2018). Cluster sampling is a popular method in conducting researches wherein the population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Thomas, 2020). It is two-staged cluster sampling since the sample of elements from each selected cluster or division is chosen randomly. In the context of the study, all elementary teachers from the public elementary schools in Davao Oriental Division were considered.

In the inclusion and exclusion criteria, elementary teachers with 2 years teaching experience were chosen in this endeavor since their 2 years of teaching in the public school would help them to assess the extent of their school heads' micro politics abilities and work performance. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

Research Instruments

In gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on micro politics abilities while the second set was about work performance of school heads.

Micro Politics Abilities. The micro politics abilities survey questionnaire was adapted from Cermino (2007). The instrument consists of 25 items. It has the following indicators, namely: power (1-5), influence (1-5), authority (1-5), conflict (1-5), and collaboration (1-5). The questionnaire was subjected to a pilot testing having a result of .77 suggesting that the items have relatively *high* internal consistency.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	The micro politics abilities of school heads are always evident
3.40-4.19	Extensive	The micro politics abilities of school heads are oftentimes evident
2.60-3.39	Moderately Extensive	The micro politics abilities of school heads are occasionally evident
1.80-2.59	Less Extensive	The micro politics abilities of school heads are seldom evident
1.00-1.79	Not Extensive	The micro politics abilities of school heads are never evident

Work Performance of School Heads. The work performance of school heads questionnaire was adapted from the study of Masalon et al. (2022). The instrument is divided into 5 subscales, namely; instructional leadership (1-4), learning environment (1-2), human resource management and development (1-6), parents involvement and community partnership (1-4), and school leadership management and operations (1-3). Apparently, the instrument has a total item of 19. It underwent pilot testing having a result of .78 suggesting that the items have relatively *high* internal consistency. Below was the rating scale of work performance

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	The work performance of school heads is always evident.
3.40-4.19	Extensive	The work performance of school heads is oftentimes evident.
2.60-3.39	Moderately Extensive	The work performance of school heads is occasionally evident.
1.80-2.59	Less Extensive	The work performance of school heads is seldom evident.
1.00-1.79	Not Extensive	The work performance of school heads is never evident.

The instrument in this study was contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Gathering Procedure

In gathering the data, the researcher followed a strict procedure and protocol.

1. *Permission to conduct the study.* After seeking approval to the

Dean of Graduate Studies, the researcher asked permission and endorsement from the Department of Education Region XI. After the approval, a request letter was submitted to the office of the Schools Division Superintendents. Upon approval, an endorsement letter was presented to the School Head.

2. *Distribution and Retrieval of the Questionnaire.* After which, a schedule was made for the distribution of the survey questionnaire. This was personally administered following the safety health protocols. The rationale was explained to the respondents. They were given an hour to answer the survey. Retrieval of the respondents' responses was automatically recorded and generated in the form.
3. *Collation and Statistical Treatment of Data.* All the data gathered were tallied, tabulated, analyzed and interpreted confidentially and accordingly.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean. This was used to measure the extent of micro politics abilities and performance of school heads.

Pearson r. This was utilized to determine the relationships between micro politics abilities and work performance of school heads.

Regression Analysis This was employed to determine the significant influence of micro politics abilities on the work performance of school heads.

3. Results and Discussion

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Extent of Micro Politics Abilities in terms of Power

Table 1 reflects the micro politics abilities in terms of power. It shows that the overall mean is 4.34, in a very extensive level. This means that the micro politics abilities in terms of power is always evident.

It can be gleaned from the data that all 5 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: enriching better ways of leading to promote school reform and to improve teachers' performance (4.39), explaining clearly the vision, mission, and goals of the school and how they can be implemented effectively. (4.36), and establishing order and consistency to attain harmony among teachers (4.35). These items prove that the micro politics abilities in terms of power is always evident.

Table 1. Extent of Micro Politics Abilities in terms of Power

No	Power	Mean	Descriptive Equivalent
1	activating the potential of every teacher or staff to achieve the school's goal.	4.30	Very Extensive
2	establishing order and consistency to attain harmony among teachers.	4.35	Very Extensive
3	serving and resolves conflicts in the school.	4.31	Very Extensive
4	explaining clearly the vision, mission, and goals of the school and how they can be implemented effectively.	4.36	Very Extensive
5	enriching better ways of leading to promote school reform and to improve teachers' performance.	4.39	Very Extensive
Overall		4.34	Very Extensive

They expound articulately to all school members on how to effectively realize their vision, mission, and goals. More so, with their power and authority, school heads can lead the attainment of peace and order in their school and even to establish a healthy and harmonious relationship among their teachers. build strong and effective relationships with individual members of staff as they work to enhance the quality of teaching and learning and learners' academic results. Furthermore, effective principals understand the importance of establishing trust and of frank two-way conversation inflecting on current practices and finding ways to improve these.

4. Conclusion and Recommendations

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between micro politics abilities and work performance of school heads of elementary schools. The study was conducted in the selected public elementary schools in Davao Oriental Division. There were one hundred fifty (150) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study was tested at 0.05 level of significance.

The major findings of the study were the following: the micro politics abilities are very extensive. Meanwhile, the extent of work performance among the respondents is very extensive. It was found out that there is a significant relationship between micro politics abilities and work performance of school heads of elementary schools. Furthermore, it was revealed that no domains in micro politics abilities significantly influence the work performance of school heads. The hypotheses of no significant relationship between micro politics abilities and work performance, and none of domains in micro politics abilities significantly influence the work performance of school heads were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent micro politics abilities implies that it is always evident in the school. As a matter of fact, power, influence, authority, and collaboration are always evident while conflict is oftentimes evident. Meanwhile, the extent of work performance of public elementary school heads is always evident in the schools. In particular, instructional leadership, parents involvement and community partnership, and school leadership management and operations are always evident while learning environment and human resource management and development are oftentimes evident.

Based on the findings, micro politics abilities and work performance are correlated. Also, micro politics abilities significantly influence work performance of school heads of elementary schools. In fact, all domains of micro politics abilities namely, power, influence, authority, conflict, and collaboration significantly influence work performance by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the five domains of micro politics abilities, the work performance will increase.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which may intensify the micro politics abilities and work performance of school heads.

Moreover, school principals may find means in enhancing their micro politics abilities. They may also assess the status of their micro politics abilities and how does it affect their work performance. Moreover, they may also craft new interventions strengthening micro politics abilities specifically on learning environment and human resource management development.

Meanwhile, teachers may take an effort of giving feedback to their school leaders. This feedback may be used by the school heads to further improve their work performance. School leader may attend various seminars, webinars, or any undertaking that would help them reinforce their micro politics abilities leading to the attainment of outstanding work performance.

Lastly, future researchers may explore relevant information about micro politics abilities and work performance of school heads. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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