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# School Head's Management Competence in Relation to Teachers' Satisfaction and Academic Performance of the Students in Technology and Livelihood Education

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## ABSTRACT

This study was conducted to determine the Management Competence of School Head in Isabel National High School. The findings of the study were the bases for the proposed Enhancement Plan. A descriptive-correlational design was used in this study to investigate the relationship between managerial competence of the School Head vis a vis to the Teachers' Satisfaction and performance of the students in Technology and Livelihood Education (TLE). Aside from the questionnaires to be given to both School Head and Teachers, data mining was employed in gathering of data of the learners through conducting and examination using the 4th grading periodical test questionnaires following the table of specification. The researcher believes that the design is right and fitting to push through with this study on managerial competence of School Heads in relation to the teachers satisfaction and performance of the learners in TLE using statistical analysis and validated assessment instruments. The relationship Between The Management Competence of School Heads, level of satisfaction of Teachers and Academic performance of Learners in Technology & Livelihood Education. A correlation study that looks at the correlations between instructors' levels of satisfaction, school heads' management competency, and students' academic success in Technology and Livelihood Education (TLE). In order to shed light on the relationship between successful leadership and teacher satisfaction and student academic outcomes in particular subject areas, this study intends to investigate how these variables interact within the educational system.

Based from the results in table 6, it shows the Significant correlations between the variables of management competence, teacher satisfaction, and academic success in TLE are shown by the correlation analysis. The highest correlation between Management competence and level of Satisfaction and the managerial competency of school leaders is the strongest connection found. Teachers report better levels of job satisfaction when school heads exhibit higher levels of management ability, according to this strong positive link. The results of this study imply that good leadership practices have a favorable impact on teacher morale and job satisfaction. These practices include inclusive decision-making procedures, smart resource management, and supportive work environments. As a result, contented educators are probably more driven, involved, and devoted, all of which can improve their ability to teach and have a favorable effect on the learning outcomes of their students. While on the lowest correlation which is the relationship between student academic achievement and teacher satisfaction among TLE learners. The significance of teacher satisfaction as a major element influencing students' academic progress is highlighted by this correlation. Academic performance is better when teachers are satisfied because they are more likely to use effective teaching techniques, create encouraging learning environments, and cultivate excellent student-teacher connections. The significant positive association indicates that spending money on methods to improve teacher satisfaction can have a good impact on student learning results, especially in specialized courses like technology and livelihood education where application and practical skills are essential.

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Based from the results in table 6, it implies that in educational contexts, student academic performance, teacher satisfaction, and leadership effectiveness are all intertwined. Educators and legislators can use this knowledge to develop focused interventions and policies that enhance effective teaching methods, foster teacher well-being, and maximize student achievement. Schools may create environments where teachers and students succeed academically and positively impact the larger educational community by promoting a culture of effective administration, cooperation, and ongoing professional development.

*Keywords — Management Competence*

*Teachers' Satisfaction*

*Academic Performance*

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## I. INTRODUCTION

Managerial Competence is a necessary requirement by the teacher to be more effective and efficient. It is the responsibility of the School head on how should be the teacher engages students in competitive learning which enables them to acquire higher quality level knowledge and skills specially the Technology and Livelihood Education (TLE) which is the major subject that needs systematic supervision by the teacher.

The relationship between managerial competence, teacher satisfaction, and student performance in the context of Technology and Livelihood Education (TLE). Through surveys and academic assessments, data was collected to assess the impact of managerial competence on teacher satisfaction and its subsequent effects on student performance in TLE subjects. Findings reveal that school administrators' managerial competence significantly influences teacher satisfaction levels, with competent leadership associated with higher levels of teacher satisfaction. Moreover, teacher satisfaction is positively correlated with student performance, suggesting that a supportive and competent school leadership contributes to a positive teaching environment, which in turn enhances student outcomes in TLE, Santos, R.M. (2020)

Students' performance in Technology and Livelihood Education (TLE) is directly impacted by the relationship between the management styles of school administrators and teachers' satisfaction. School administrators have a significant influence on the general atmosphere and culture of educational establishments. Teachers' morale, job satisfaction, and ultimately their commitment to their roles are influenced by their management styles, which can be autocratic, democratic, or laissez-faire. Effective leadership is defined as having open lines of communication, offering opportunities for professional growth, and providing clear guidance. Teachers who experience this kind of leadership are more likely to be dedicated to their work and perform better. On the other hand, when administrators take on authoritarian or disengaged management styles, it can cause teacher dissatisfaction, which can lower commitment and result in less than ideal performance, both of which can negatively impact student outcomes.

The professional viewpoint highlights how crucial it is for school administrators to exercise strong leadership in order to establish a supportive work atmosphere that encourages teachers' commitment and, ultimately, raises students' academic achievement at TLE. Understanding how management styles, teacher dedication, and student outcomes are intertwined enables educational stakeholders to work together to put strategies into place that support teacher professional development and encourage effective leadership practices, ultimately raising the standard of education given to students.

As Researcher on this topic "School Heads' Managerial competence, Teachers' Performance and Academic Performance of Students in TLE" is essential to my work in the academic community because she is an teacher at Isabel National High School. First and foremost, She thinks that the dedication and morale of teachers are directly impacted by the management styles of school heads. A collaborative and encouraging management approach fosters a positive

work atmosphere, enabling educators to flourish in their roles and ultimately improving the educational experiences of students.

A key factor in Technical Livelihood Education (TLE) students' academic success is the dedication of their teachers. Instructors who are committed, enthusiastic, and involved in their work are more likely to offer their students excellent instruction, direction, and mentoring.

As an educator supervising a thesis project on "School Heads' School Heads' Managerial competence, Teachers' Performance and Academic Performance of Students in TLE" at Isabel National High School, a number of obstacles could appear. First, it can be challenging to obtain relevant data. Complete records of the management strategies used by school administrators and the degrees of commitment from teachers might not be easily accessible. Obtaining this data through surveys or interviews may be difficult due to participant reluctance or scheduling conflicts. Second, it could be challenging to remain impartial when analyzing the connection between teacher commitment and management styles. It is possible for unintentional biases or preconceived notions about particular management techniques to affect how results are interpreted. It is imperative that educators remain impartial and make sure the analysis is founded on empirical evidence rather than subjective opinions.

In order to ensure that the thesis accurately conveys the subtle effects of management styles on student achievement and teacher dedication, careful study is necessary. The ways in which decisions are made, how teachers are supported by school administrators, and communication strategies can all affect teacher morale and, ultimately, student outcomes. It can be difficult to strike a balance between the breadth of the investigation and the argument's coherence and clarity. Thus, this is one of the reasons why the researcher is trying to pursue his study in finding new ways and means to help teachers improve their skills and be satisfied with their chosen career as well as the performance of the learners will be improved.

This study was conducted to determine the Management Competence of School Head in relation to level of satisfaction of teachers and academic performance of Learners in Technology and Livelihood Education (TLE) in Isabel National High School. The findings of the study were the bases for the proposed Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the of management competence of the School Head in terms of the ff:
  - 1.1 Human Resource Management
  - 1.2 Materials Resource Management
  - 1.3 Financial Resource Management
2. What is the level of Intrinsic satisfaction of junior and senior high school teachers?
3. What is the academic performance of Students in technology and livelihood education?
4. Is there a significant relationship between the following
  - 4.1. School Head's management competence and Level of Satisfaction of Teachers; and
  - 4.2. Level of Satisfaction of teachers to Academic performance of students in TLE?
5. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no there a significant relationship between the

- a. School Head's management competence and Level of Satisfaction of Teachers; and
- b. Level of Satisfaction of teachers to Academic performance of students in TLE.

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## II. METHODOLOGY

**Design.** A descriptive-correlational design was used in this study to investigate the relationship between managerial competence of the School Head vis a vis to the Teachers' Satisfaction and performance of the students in Technology and Livelihood Education (TLE). Aside from the questionnaires to be given to both School Head and Teachers, data mining was employed in gathering of data of the learners through conducting and examination using the 4th grading periodical test questionnaires following the table of specification. The researcher believes that the design is right and fitting to push through with this study on managerial competence of School Heads in relation to the teachers satisfaction and performance of the learners in TLE using statistical analysis and validated assessment instruments. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant relationship between the between managerial competence of the School Head vis a vis to the Teachers' Satisfaction and performance of the students in Technology and Livelihood Education (TLE). The main local of the study is in Isabel National High School. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 1 School Head and 46 Teachers and 240 Grade Learners. The information for the analysis was gathered using three (3) distinct survey instruments: The research instruments used in the study are the School Heads Management Competence Survey Questionnaires, Satisfaction of Teachers Questionnaire (Allan Mohran Jr Robert A. Cooke and Susan Albers Mohran (1977), as well as the 4th Grading Test Questionnaires in TLE to Determine the Managerial Competence of School Head in relation to the Level of Satisfaction of Teachers and Test Performance of the Students in TLE. The proposed Enhancement Plan was taken based on the findings of the study.

**Sampling.** There were 287 total number respondents who are included in the study. The respondents of the were the 1 School Head and 46 Teachers and 240 Learners were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

**Research Procedure.** The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the level of satisfaction of teachers and academic performance of learners in TLE.. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Schools Division of Leyte for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) in Isabel District for hereto be notified.

The researcher was distributed the researcher survey questionnaires to the teacher-in-charge to be answered by the teachers. After one month, the questionnaires was retrieved and consolidated and will be subjected to statistical treatment using Pearson's-r. Data was collated and submitted to appropriate statistical treatment.

The results were analyzed and interpreted in order to find out if there were significant relationship between the Motivational skills of School Principal to the performance and attitude of teachers. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Schools Division of Leyte being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office,



the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

The Simple Percentage and weighted mean was employed to determine the management competence of School Principal, level of satisfaction of teachers and academic performance of Learners in TLE,

Pearson r Moment Correlation Coefficient was used to test the relationship between Managerial Competence of School Head in relation to the Performance of the students in TLE and Level of Satisfaction of Teachers.

### III. RESULTS AND DISCUSSION

**TABLE 1**

**MANAGEMENT COMPETENCE OF SCHOOL HEADS  
IN TERMS OF HUMAN RESOURCE MANAGEMENT**

	<b>HUMAN RESOURCE MANAGEMENT</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1	Delegation of tasks to teachers' in order to give them sense of responsibility	3.89	Very High
2	Involving teachers' in decision making for school improvement.	3.87	Very High
3	Ensuring teachers' and students' discipline	3.91	Very High
4	Organizing seminars and workshops for professional advancement of teachers	3.91	Very High
5	Providing incentives for teachers' to increase their motivation to work	3.89	High
6	Appraising staff in order to improve their job performance	3.94	Very High
7	Providing incentives to students' to improve academic performance	3.89	Very High
8	Orientating new staff and students on school activities and goals	3.96	Very High
9	Promoting teachers' welfare to increase their commitment to instructional tasks	3.87	Very High

10	Supervising teachers' and students' in order to render professional guidance.	3.84	Very High
	<b>AVERAGE</b>	<b>3.90</b>	<b>Very High</b>

Legend: 3.25- 4.00 – Very High  
 2.50- 3.24 - High  
 1.75-2.54 – Low  
 1.00-1.74- Very Low

Table 1 presents the Management Competence of School Heads in terms of Human Resource Management. It offers a thorough assessment of school heads' managerial skills, emphasizing their knowledge of human resource management techniques in particular. With weighted mean scores and accompanying interpretations, each item in the table sheds light on many aspects of how school administrators manage and develop human resources within their learning environments.

Based from the results given in table 1. It shows that in the Delegation of tasks to teachers in order to give them a sense of responsibility, The weighted mean score for this item was 3.89, suggesting that school administrators assign work to teachers in an efficient manner, encouraging a high degree of accountability from them. On the Involving teachers in decision making for school improvement, School heads received a score of 3.87 on this item, demonstrating their proactive attitude to include teachers in decision-making processes that aim to improve the growth and performance of their institutions.

On the other hand, Ensuring teachers' and students' discipline, School Heads with a score of 3.91, are effective at preserving order among instructors and pupils in the classroom and on Organizing seminars and workshops for professional advancement of teachers, this item is also scored 3.91, demonstrating a strong dedication on the part of school administrators to plan professional development activities that support teachers' development. While in Providing incentives for teachers to increase their motivation to work, School Heads received a 3.89 on this item, indicating that they are making an attempt to increase teacher motivation through different rewards. Appraising staff in order to improve their job performance which is the 6th item, School heads execute performance reviews successfully to assist personnel in developing their professional skills, with a score of 3.94.

Furthermore, Providing incentives to students to improve academic performance, with a score of 3.89, this item suggests that school administrators offer rewards to encourage kids to perform better academically while Orienting new staff and students on school activities and goals, School Heads demonstrated a high commitment to appropriately informing new staff and students on the school's activities and objectives, as seen by their 3.96 score on this item.

On the area in which Promoting teachers' welfare to increase their commitment to instructional tasks, School heads, who scored 3.87, aggressively support teachers' well-being in order to increase their commitment to their teaching duties. Lastly, Supervising teachers and students to render professional guidance, with a score of 3.84, this item shows that school heads successfully oversee teachers and students and offer the required professional supervision.

The results show that school heads have significant strengths in their leadership capacities across a range of HRM characteristics. First off, a weighted mean score of 3.89 indicates that school directors are good at assigning duties to teachers, highlighting their capacity to provide teachers with responsibilities that increase their sense of accountability and ownership. Furthermore, a proactive attitude to seeking faculty feedback to drive school development activities is highlighted by the 3.87 score for include instructors in decision-making processes, which promotes a cooperative and inclusive environment.

Additionally, the high score of 3.91 for maintaining discipline among instructors and students indicates efficient administration in upholding an organized and supportive learning environment. With scores of 3.91 and 3.94 for planning seminars and workshops for teachers' professional development and managing performance reviews, respectively, the dedication to professional improvement is demonstrated concurrently. These initiatives help create a culture of support for employees that encourages them to keep getting better.

Based from the results in table 1, these implied that the school heads tested exhibited an overall "Very High" level of competence in human resource management procedures, as indicated by the weighted mean score of 3.90 across all evaluated items. Their capacity to effectively manage and foster the school community and create an atmosphere that is favorable to good teaching and learning is demonstrated by their combined proficiency. Their commitment to establishing a culture of responsibility, encouraging professional growth, upholding discipline, and motivating teachers shows strong leadership traits that are essential for improving academic results. In the end, these results emphasize how important school administrators are in creating a supportive learning environment and promoting institutional success using efficient HRM techniques.

An assessment of school heads' managerial proficiency, particularly with regard to HRM procedures, is shown in the table. Based on weighted mean scores and the interpretations that go along with it, each item in the table represents a different facet of how school heads manage human resources within their respective institutions.

**TABLE 2**

**MANAGEMENT COMPETENCE OF SCHOOL HEADS  
IN TERMS OF MATERIALS RESOURCE MANAGEMENT**

	<b>MATERIALS RESOURCE MANAGEMENT</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1	Procurement of physical and instructional materials for teaching and learning	3.89	Very High
2	Ensuring regular school cleanup for conducive leaning environment	3.93	Very High
3	Enforcing punishment on teachers and students' who vandalizes school facilities	3.91	High
4	Maintaining instructional materials for instructional improvement	3.87	Very High
5	Proving e-library facilities to aid teachers' and students' research	3.96	High
6	Equipping classrooms and offices with needed furniture	3.91	Very High
7	Inculcating maintenance culture in school through proper orientation of staff and students'	3.97	Very High
8	Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school.	3.93	Very High
9	Spearhead in the maintenance and beautification of the school.	3.87	Very High

10	Sources materials for the improvement of teaching-learning and physical aspects of the school.	4.00	Very High
	<b>AVERAGE</b>	<b>3.93</b>	<b>Very High</b>

Legend: 3.25- 4.00 – Very High  
 2.50- 3.24 - High  
 1.75-2.54 – Low  
 1.00-1.74- Very Low

Table 2 presents the Management Competence of Head Teachers particularly on Materials Resource Management. Table 2 presents an evaluation of the managerial competency of school heads in materials resource management. It highlights areas of excellent performance and remarkable strengths across a number of crucial criteria. The greatest and lowest weighted mean scores are discussed below, along with the important conclusions and ramifications for each criterion.

Based from the results given, it shows that The highest weighted mean score of 4.00 for this criterion indicates how well school heads are able to find and use resources to improve the physical features of the school environment as well as the teaching-learning processes. This flawless rating highlights their outstanding leadership in the wise distribution and administration of resources, guaranteeing that advancements in education and infrastructure are always given top priority and carried out. School heads who receive this highest ranking show a strong dedication to innovation and improvement, which in turn creates a vibrant and supportive learning environment that promotes the general growth and success of the school community while the criterion with the lowest weighted mean is on Maintaining instructional materials for instructional improvement with a weighted mean score of 3.87 among the high-performing criteria, but it was still respectable. This score demonstrates great managerial competency in maintaining the availability and condition of educational resources required for continuous improvement of education. Even though this score is a little lower than the other values in Table 2, it still shows good resource management, which is essential for promoting both student engagement and effective instruction. This criterion emphasizes the school heads' continued efforts to give priority to the ongoing maintenance and availability of instructional materials, even though there is still space for improvement in this regard.

Based from the results on table 2, these implies that the managerial competency of school heads in materials resource management is categorized as "Very High" based on the overall average weighted mean score of 3.93. This thorough evaluation highlights their excellent leadership in obtaining, preserving, and utilizing resources that are essential for upholding a favorable learning environment. In terms of sanitation, enforcing rules, integrating technology, and maintaining infrastructure, school administrators demonstrate a great dedication to improving operational effectiveness and advancing academic achievement. These results highlight how important strategic resource management is to improving institutional efficacy and educational outcomes. School heads can enhance their leadership and positively impact the overall development of their educational institutions by consistently enhancing procedures for keeping instructional materials and demonstrating proficiency in locating resources for comprehensive school development.



**TABLE 3**
**MANAGEMENT COMPETENCE OF SCHOOL HEADS  
 IN TERMS OF FINANCIAL RESOURCE MANAGEMENT**

	<b>FINANCIAL RESOURCE MANAGEMENT</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1	Prioritizing financial allocation according to school needs	3.85	Very High
2	Joint preparation of school budgets with teachers and PTA.	3.93	Very High
3	Keeping accurate financial information of the school.	3.96	Very High
4	Ensuring accountability in all school expenditures.	3.93	Very High
5	Generating funds for school improvement.	3.93	Very High
6	Carrying out monthly audit of school budget.	3.98	Very High
7	Adopting cost saving strategies.	3.98	Very High
8	Possess transparency of school funds including that of the school MOOE funds.	3.97	Very High
9	Responsible in the preparation of liquidation reports.	3.89	Very High
10	Maximum utilization of school funds.	3.93	High
	<b>AVERAGE</b>	<b>3.93</b>	<b>Very High</b>

Legend: 3.25- 4.00 – Very High  
 2.50- 3.24 - High  
 1.75-2.54 – Low  
 1.00-1.74- Very Low

Table 3 presents the Management Competence of School Heads in terms of Financial Resource Management. An assessment of the management proficiency of school heads in financial resource management which also highlights the school heads' efficacy in managing fund generation, budgeting, accountability, and financial allocations. We now examine the greatest and lowest weighted mean scores, providing details on the important conclusions and ramifications for every evaluated criterion.

Based from the results given in table 1, the criterion of conducting a monthly audit of the school budget, which had the highest weighted mean of 3.98, highlights the excellent management techniques used by school administrators to guarantee financial accountability and transparency. Their proactive approach to routinely examining and analyzing budgetary allocations and expenditures, which encourages financial restraint and effective resource usage, is shown in this score. School heads show their dedication to upholding financial integrity and maximizing financial resources for the good of the school community by routinely evaluating the school budget while the criterion which has the lowest weighted mean is on the Prioritizing financial allocation according to school needs which is equal to 3.85. This results further discussed that the manager is capable of allocating funds in a way that best suits the particular needs and goals of the school. The school heads' score, which is marginally lower than other scores in table 3, is a reflection of their efforts to wisely allocate funds to meet crucial operational goals and instructional requirements. This criterion highlights the importance of constantly enhancing financial planning to ensure optimal resource allocation and utilization in support of educational goals.

The results in table 3 implies that from the overall weighted mean score of 3.93 places school heads' management proficiency in financial resource management in the "Very High" category. This thorough evaluation highlights their proficiency in setting financial priorities, working together to create budgets, keeping correct financial records, guaranteeing responsibility, and implementing cost-cutting measures. Together, these procedures support the school environment's ability to manage resources effectively, maintain financial stability, and be transparent. These results highlight how crucial strategic finance management is to promoting long-term school growth and operational effectiveness. Through constant improvement of budgeting, auditing, and fund-raising procedures, school administrators can strengthen their leadership abilities and make a beneficial impact on the financial stability and general prosperity of their institutions of higher learning. In addition to supporting educational efforts, efficient financial resource management builds trust and confidence among stakeholders, ensuring sustained growth and excellence in education

**TABLE 4**

**LEVEL OF SATISFACTION OF TEACHERS**

	<b>INTRINSIC</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1	1.The feeling of self-esteem or self-respect you get from being in your job	4.74	Very High
2	2.The opportunity for personal growth development in your job	4.85	Very High
3	3.The feeling of worthwhile accomplishment in your job	4.93	Very High
4	4.Your present job when you consider the expectations you had when you took the job	4.74	Very High
5	5.The amount of respect and fair treatment you receive from your supervisors	4.91	Very High
6	6.The feeling of being informed in your job	4.87	Very High
7	7.The amount of supervision you receive	4.89	Very High
8	8.The opportunity for participation in the determination of methods, procedures, and goals	4.91	Very High
	<b>AVERAGE</b>	<b>4.86</b>	<b>Very High</b>

Legend: 4.21- 5.00 – Very High  
 3.41- 4.20 - High  
 2.61-3.40 – Average  
 1.81-2.60- Low  
 1.00-1.80- Very Low

The Level of Satisfaction of Teachers towards their different Key Result Areas. An extensive analysis of teachers' job satisfaction levels across a number of intrinsic characteristics is shown in Table 4. Based on weighted mean ratings and the interpretations that go along with it, each evaluated criterion represents the degree of satisfaction among teachers. Here, we look at the weighted mean scores that are highest and lowest, providing a thorough understanding of the important results and their consequences for each criterion.

Based from the results shown in table 4, the criterion regarding the sense of purposeful accomplishment had the highest weighted mean score of 4.93, indicating that instructors are extremely satisfied with their jobs. This score

emphasizes how teachers experience a great sense of purpose and accomplishment in their profession, demonstrating how much their contributions to education are appreciated and acknowledged. This criterion validates the successful motivation and engagement tactics that raise teachers' job happiness and professional fulfillment, and it has a favorable impact on school leadership and organizational support. On the other hand, The sense of self-worth or self-respect obtained the lowest, but still excellent, weighted mean score of 4.74 among the high-performing categories. Teachers express great pleasure with the respect and admiration they receive in their professional duties, as evidenced by this score. Despite being marginally lower than other scores in Table 4, teachers' feeling of professional dignity and recognition is strong, which boosts their morale and overall job satisfaction. This criterion emphasizes how crucial it is to provide a courteous, encouraging, and valued work environment that recognizes and honors the accomplishments of educators.

Table 4 results implies that with a weighted average score of 4.86 overall, instructors' satisfaction with intrinsic elements is classified as "Very High". This thorough evaluation demonstrates the important influence that intrinsic motivators—like chances for personal development, achievement, fairness, respect, and participation in decision-making—have on teachers' job satisfaction. All of these elements work together to create a favorable work atmosphere that improves teacher motivation, retention, and, eventually, student outcomes. These results highlight how important organizational culture and school leadership are in creating a positive and encouraging work environment for teachers. School administrators may foster a workforce that is driven, involved, and dedicated to attaining academic achievement by giving priority to internal variables that improve job satisfaction. Sustaining high levels of teacher satisfaction is facilitated by effective tactics that acknowledge accomplishments, offer chances for growth, and guarantee equitable treatment. These strategies ultimately enhance school success and community well-being.

**TABLE 5**

**ACADEMIC PERFORMANCE OF STUDENTS IN TECHNOLOGY AND LIVELIHOOD EDUCATION**

<b>RANGE</b>	<b>DESCRIPTOR</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
90-100	OUTSTANDING	74	30
85-89	VERY SATISFACTORY	88	37
80-84	SATISFACTORY	42	18
75-79	FAIRLY SATISFACTORY	23	10
BELOW 75	DID NOT MEET EXPECTATION	13	5
<b>TOTAL</b>		240	100
<b>AVERAGE</b>		85.20	<b>VERY SATISFACTORY</b>

Table 5 shows the Academic Performance of the Technology & Livelihood Education (TLE) Learners. It evaluates the way in which students perform academically in Technology and Livelihood Education (TLE), offering a weighted mean score to evaluate overall performance and classifying their accomplishment levels into several ranges. We now look at the greatest and lowest weighted mean scores, providing a thorough analysis of the important results and their implications for every academic description.

Based from the results in table 5, it shows that when an average score of 85.20 obtained assigning the highest weighted mean score to the description "Very Satisfactory" for the academic range of 85-89. This suggests that students studying Technology and Livelihood Education generally perform at a level that falls into this range. The substantial accomplishment level where students exhibit competency and proficiency in TLE topics is shown by the high number

(37%) of pupils excelling in this category. This level of achievement indicates good teaching strategies, active participation from students, and a curriculum that successfully satisfies learning objectives and educational requirements. While the performance descriptor with the label "Did Not Meet Expectation" and range "Below 75" had the lowest weighted mean score. kids who received a score lower than 75 are included in this category, making up a smaller portion (5%) of all kids who were tested. The low weighted mean score in this category draws attention to a serious problem where students' performance in Technology and Livelihood Education fell short of expectations. This suggests that in order to remediate learning gaps and enhance student performance in this specific academic area, tailored support, targeted interventions, and perhaps curriculum modifications are required.

Based from the results in table 4, it implies that the overall evaluation of students' academic achievement in Technology and Livelihood Education indicates a level that is mostly "Very Satisfactory". This classification shows a landscape of good academic success, with most students exhibiting competency and mastery in TLE topics. The existence of pupils who fell short of expectations (below 75 range), nevertheless, emphasizes the need of focused teaching methods and available resources. With the use of this data, educators and school officials can improve learning outcomes for challenging children by implementing remedial programs, one-on-one tutoring, and curriculum modifications. To guarantee that every student has the chance to achieve academic success, our findings highlight the importance of continual evaluation, data-driven decision-making, and instructional modifications. Schools may create an inclusive learning environment that encourages holistic student development and equips students for future academic and professional endeavors by addressing areas of challenge and building on strengths.

**TABLE 6**

**TEST OF RELATIONSHIP BETWEEN THE MANAGEMENT COMPETENCE OF SCHOOL HEADS, LEVEL OF SATISFACTION OF TEACHERS AND ACADEMIC PERFORMANCE OF LEARNERS IN TECHNOLOGY & LIVELIHOOD EDUCATION**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>MANAGEMENT COMPETENCE VS SATISFACTION</b>	0.77	3.934	1.823	Reject Ho	Significant Relationship
<b>SATISFACTION VS ACADEMIC PERFORMANCE</b>	0.76	3.832	2.241	Reject Ho	Significant Relationship

Table 6 validates the relationship Between The Management Competence of School Heads, level of satisfaction of Teachers and Academic performance of Learners in Technology & Livelihood Education. A correlation study that looks at the correlations between instructors' levels of satisfaction, school heads' management competency, and students' academic success in Technology and Livelihood Education (TLE). In order to shed light on the relationship between successful leadership and teacher satisfaction and student academic outcomes in particular subject areas, this study intends to investigate how these variables interact within the educational system.

Based from the results in table 6, it shows the Significant correlations between the variables of management competence, teacher satisfaction, and academic success in TLE are shown by the correlation analysis. The highest correlation between Management competence and level of Satisfaction with a coefficient (r) of 0.77, the relationship between teachers' satisfaction and the managerial competency of school leaders is the strongest connection found.



Teachers report better levels of job satisfaction when school heads exhibit higher levels of management ability, according to this strong positive link. The results of this study imply that good leadership practices have a favorable impact on teacher morale and job satisfaction. These practices include inclusive decision-making procedures, smart resource management, and supportive work environments. As a result, contented educators are probably more driven, involved, and devoted, all of which can improve their ability to teach and have a favorable effect on the learning outcomes of their students. While on the lowest correlation with a coefficient ( $r$ ) of 0.76, the relationship between student academic achievement and teacher satisfaction among TLE learners. The significance of teacher satisfaction as a major element influencing students' academic progress is highlighted by this correlation. Academic performance is better when teachers are satisfied because they are more likely to use effective teaching techniques, create encouraging learning environments, and cultivate excellent student-teacher connections. The significant positive association indicates that spending money on methods to improve teacher satisfaction can have a good impact on student learning results, especially in specialized courses like technology and livelihood education where application and practical skills are essential.

Based from the results in table 6, it implies that in educational contexts, student academic performance, teacher satisfaction, and leadership effectiveness are all intertwined. Educators and legislators can use this knowledge to develop focused interventions and policies that enhance effective teaching methods, foster teacher well-being, and maximize student achievement. Schools may create environments where teachers and students succeed academically and positively impact the larger educational community by promoting a culture of effective administration, cooperation, and ongoing professional development.

#### IV. CONCLUSION

Based from the findings this study, the correlations between the management competence of School Heads towards teachers satisfaction and academic performance underscore the complex interplay between leadership effectiveness, teacher satisfaction, and student academic achievement in TLE. School Heads has a big role and can leverage these insights to implement tailored interventions that promote effective teaching practices, nurture teacher well-being, and maximize student success. By cultivating school environments where both teachers and students thrive, schools can contribute positively to the broader educational community and prepare students for future academic and professional success.

#### V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the level of satisfaction of teachers and academic performance of learners in Technology & Livelihood Education.
2. Teachers need to Engage in active participation in professional development workshops aimed at improving teaching abilities related to Technology and Livelihood Education (TLE), encompassing the development of practical skills and inventive teaching approaches. Participate in cooperative dialogues with school administrators to offer input on areas requiring further assistance for professional development and use student-centered teaching strategies that encourage analytical thinking, problem-solving, and the application of knowledge in a real-world setting in TLE.
3. School heads should make regular investments in leadership development and training programs that improve managerial proficiency in areas like resource allocation, decision-making, and creating a safe learning environment, give teachers more influence over curriculum creation, instructional practices, and school improvement projects by including

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them in decision-making processes and foster a culture of support in your school that emphasizes staff collaboration, ongoing improvement, and open lines of communication.

4. District supervisors are encourage to promote laws that give school heads' professional development in management skills and support mechanisms that improve teacher effectiveness and student academic achievement in TLE top priority & put in place mechanisms to keep an eye on how TLE-related educational policies are being implemented, paying particular attention to how good leadership affects the performance of teachers and students.

5. Education Program Supervisors should work together with educators and curriculum developers to consistently improve the TLE curriculum by including practical applications and skills that are relevant to the industry and Make sure that everyone has fair access to the facilities and resources required for TLE programs to be delivered effectively. This includes forming relationships with industry stakeholders to provide chances for real-world training.

6. The Chief Education Program Supervisor should secure development of strategic plans and give priority to the enhancement of management competence among school heads, with a focus on the direct relationship between this competency and the academic success of students in TLE and Oversee programs that help school administrators become more capable leaders and create conditions that support the professional development of teachers and the academic achievement of their students.

7. Regarding the aforementioned, the researcher is granting those future leaders the permission to carry out an identical investigation to verify the accuracy of the findings.

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