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# Management Competence and Performance of The School Administrators in Ormoc City District IX: An Enhancement Program

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## ABSTRACT

This study was conducted to determine the Management Competence and performance of the School Administrators in Ormoc City District IX that will be conducted in Schools Division of Ormoc City. The findings of the study were the basis for the proposed Enhancement Plan. A descriptive-correlational design was used in this study to investigate the relationship between school administrators' performance and managerial competence. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempted to shed light on the degree to which managerial competence affects school administrators' performance using statistical analysis and validated assessment instruments. The relationship Between The Management Competence And Office Performance And Commitment Review Form (OPCRF) Of Head Teachers. The results of an examination into the association between head teachers' evaluations on the Office Performance and Commitment Review Form (OPCRF) and management competence in the areas of financial, materials, and human resource management are shown in Table 6. The purpose of this analysis is to determine if head teachers' overall performance as measured by the OPCRf and how they manage different resources have a statistically significant association.

Based from the results given between the human resource Management and OPCRf, it shows that the computed  $t$  value is greater than the computed  $t$  value thus, the null hypothesis is rejected. The way head instructors handle their human resources and how well they perform in the OPCRf are significantly correlated. The estimated value and high correlation coefficient point to a strong positive association, indicating that head teachers' dedication and overall performance are strongly impacted by efficient human resource management. On the other hand, on the Materials Resource Management and OPCRf, the computed  $t$  value is greater than the computed  $t$  value of thus, the null hypothesis is rejected. The way head teachers handle their resources and materials and how well they do as determined by the OPCRf are significantly correlated. The computed value and correlation coefficient (0.86) show a strong positive association, indicating that head teachers' performance outcomes are highly influenced by their successful management of materials and resources. Lastly, on the Financial Resource Management and OPCRf the computed  $t$  value is greater than the computed  $t$  value thus, the null hypothesis is rejected. The OPCRf evaluation of head teachers' effectiveness and their financial resource management are significantly correlated. A substantial positive link is indicated by the estimated value and correlation coefficient, indicating that head teachers' overall performance and dedication are positively influenced by competent financial resource management.

The results implied that crucial efficient resource management is in affecting head teachers' dedication and performance in educational settings. Higher performance ratings in the OPCRf are positively correlated with effective

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management of people, material, and financial resources, as indicated by the statistically significant connections found. Moreover, policies and educational administrators ought to give top priority to initiatives to improve managerial skills in all of these areas. This entails giving head teachers the necessary resources, assistance, and training to enable them to efficiently manage staff, supplies, and money. By doing this, educational leadership cultures of excellence, accountability, and continuous improvement may be fostered by institutions, which will ultimately improve student outcomes and educational quality.

*Keywords — Management Skills      School Heads      Parent's Involvement      Academic Performance*

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## I. INTRODUCTION

Managerial competencies refer to the ability of school heads or school principals to enhance school performance and services in order to provide an optimal learning environment. Principals must be skilled in developing human resources or be empowered to contribute to the achievement of educational goals in their schools. And the school's head or administrator must comprehend the fundamentals of administrative talents and competences so that teachers may take responsibility for their students.

Managerial skills are crucial in many kinds of organizations, but the Department of Education is one such example. The Department's goal is to improve teaching and non-teaching staff members' performance and instructional competency while going above and beyond for the benefit of the public, with students and pupils being the primary clientele.

According to J. Lojda managerial competence is "the ability of the person (employee) to perform the job, to the required extent and desired quality of a particular job or activity." Managerial competencies also reflect the ability to flexibly react to the changing conditions.

Each school Administrator bears responsibility for their own work conduct, the growth of the school, especially in terms of teacher and student skill development, the proper use of school resources, and, above all, the efficient and cost-effective provision of educational services. Awareness of the shifting events occurring in global communities is important when studying management roles, skills, and effectiveness in relation to organizations. When a school head meets or exceeds public expectations in terms of effectiveness, efficiency, and economy of operation, they can be considered successful leaders in their role as school managers. As a result, there may be some noticeable changes in administrative operations. This calls for awareness of duties related to both the sound operation of the educational system and the efficient performance of its staff. Education leaders are thrust into the forefront of school management by this accountability, with students, parents, and the community serving as the judges, determining the degree of organizational effectiveness attained.

The work that school administrators do, particularly in the modern day, is extremely important since it involves a lot of duties, tasks, and developing skills to meet the needs of the internal and external stakeholders who are completing in the school community.

School administrators in Ormoc District 9, one of the districts in the Schools Division of Ormoc City, require motivation to carry out their various duties both inside and outside the school's walls. It has been noted and assessed that a school head's managerial abilities, competencies, and emotional intelligence in relation to the performance of their administrators determine a great deal of the success or failure of the school's performance particularly to the performance of teachers. The majority of school heads in District 9 see various drawbacks in the way they run their various institutions.

They believe that in order to achieve the schools' goals and objectives—which are consistent with the DepEd's mission and vision—managing competence and emotional intelligence are essential.

As one of the district's school heads, the researcher hopes to learn more in-depth information and insights from the study. His studies, which will serve as the foundation for the enhancement program, are centered on the managerial competence in relation to the performance of teachers in Ormoc City District 9 in the Schools Division Ormoc City. He is also competent, motivated, and willing to finish the study. 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 performance specially to those teachers which will be needed more time and effort to cope with the new trends in the delivery of the basic education.

This study was conducted to determine the Management Competence and performance of the School Administrators in Ormoc City District IX that was conducted in Schools Division of Ormoc City. The findings of the study were the basis for the proposed Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the extent of Management Competence of head teachers in terms of the following:
  - 1.1 Human Resource Management;
  - 1.2 Materials Resource Management; and
  - 1.3 Financial Resource Management?
2. What is the performance of the Head Teachers based on their OPCR?."
3. Is there a significant relationship between the Management Competence of Head Teachers and their OPCR?
4. What enhancement plan can be proposed based on the findings of the study?"

Statement of Hypothesis:

Ho : There is no significant relationship between the management competence and performance of Head Teachers.

## II. METHODOLOGY

**Design.** A descriptive-correlational design was used in this study to investigate the relationship between school administrators' performance and managerial competence. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempted to shed light on the degree to which managerial competence affects school administrators' performance using statistical analysis and validated assessment instruments. It is easier to look into any potential correlations between the two variables because of this design's ability to evaluate both in an analytical manner. Using statistical analysis and validated assessment tools, this study aims to determine the extent to which managerial competence of School heads and their performances. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to shed light on the degree to which managerial competence of School Heads affects to their performance. The researcher believes that the design is right and fitting to push through with this study on managerial skills Of School Heads to the and its performance 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 managerial competence of School Heads and their performance. The main local of the study are all the schools in District 9 in the Schools Division of Ormoc City. The information for the analysis was gathered using two (2)) distinct survey instruments: The research

instruments used in the study are the School Heads managerial competence Survey Questionnaires, OPCR tools. The proposed Enhancement Plan was taken based on the findings of the study.

**Sampling.** There were 11 total number respondents who are included in the study. The respondents of the Ormoc district 9 School Heads 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 managerial competence of School heads and their performances. 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 Ormoc City 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 District IX for hereto be notified.

The researcher was distributed the researcher survey questionnaires to the Head Teachers that were answered by the teachers. After one month, the questionnaires was retrieved and consolidated and was 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 managerial competence of School Heads and their performances. 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 Ormoc City 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 and parent 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 managerial competence of School Heads and their performances.

Pearson r Moment Correlation Coefficient was used to test the relationship between managerial competence of School Heads and their performances.

### III. RESULTS AND DISCUSSION

**TABLE 1**  
**MANAGEMENT COMPETENCE OF HEAD TEACHERS 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	4.00	Very High
2	Involving teachers' in decision making for school improvement.	4.00	Very High
3	Ensuring teachers' and students' discipline	4.00	Very High
4	Organizing seminars and workshops for professional advancement of teachers	4.00	Very High
5	Providing incentives for teachers' to increase their motivation to work	4.00	Very High
6	Appraising staff in order to improve their job performance	4.00	Very High
7	Providing incentives to students' to improve academic performance	4.00	Very High
8	Orientating new staff and students on school activities and goals	4.00	Very High
9	Promoting teachers' welfare to increase their commitment to instructional tasks	4.00	Very High
10	Supervising teachers' and students' in order to render professional guidance.	4.00	Very High
	<b>AVERAGE</b>	<b>4.00</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 Head Teachers in terms of Human Resource Management. An overview of head teachers' management proficiency with regard to human resource management in the context of education which is particularly focus on delegation, decision-making, discipline, professional development, motivation, performance evaluation, orientation, welfare promotion, and supervision, this table assesses many facets of head teachers' human resource management. The weighted mean score of each criterion is used to evaluate it and determines its meaning, which ranges from "Very High" to "Very Low."

Based from the results on table 1 on human resource Management, it shows that on the area where focus on the item 1 which was on Delegation of Tasks to Teachers, it has a weighted mean score of 4.00, this criterion was found to have a "Very High" degree of delegation. Head teachers can effectively empower their teachers by giving them activities that encourage accountability. Secondly, on Involving Teachers in Decision Making, this criterion, which also received a 4.00, demonstrates how head teachers actively include teachers in decision-making procedures targeted at improving the school. Meanwhile, on Ensuring Teachers' and Students' Discipline, Head teachers' discipline management, which

received a score of 4.00, indicates that they place a high priority on upholding discipline among both teachers and students. On the other hand, Organizing Seminars and Workshops, Head teachers score 4.00, demonstrating their dedication to continuous teacher improvement, by hosting seminars and workshops for professional advancement with the same results to the item which focus on Providing Incentives for Teacher, with a score of 4.00, the provision of incentives to teachers is indicative of efforts to improve their motivation for their work which was the same results to the rest of the items being shown which were the Appraising Staff Performance, With a score of 4.00, head teachers systematically appraise staff performance to improve job effectiveness, Incentives for Students' Academic Performance, Head teachers provide incentives to students to enhance academic performance, also scoring 4.00, Orientation of New Staff and Students, Orientation programs for new staff and students, scoring 4.00, ensure a smooth integration into school activities and goals, Promoting Teachers' Welfare, Promoting teachers' welfare to increase commitment to instructional tasks, scored at 4.00, demonstrates a supportive approach towards teachers' well-being and lastly, Supervision for Professional Guidance, Head teachers provide supervision for teachers and students, scoring 4.00, indicating proactive guidance and support.

The results in table 1 implies that regarding the managerial competency of head teachers in terms of human resource management within educational institutions, the head teachers' "Very High" grade (4.00) for work delegation to teachers indicates that they are skilled at giving their employees responsibilities. Teachers that feel empowered not only have a greater sense of ownership over their work, but they may also be more innovative and productive overall in the classroom. Furthermore, collaborative and encouraging leadership style is highlighted by the continuous 4.00 score on a number of categories, including involving teachers in decision-making, maintaining discipline, and planning professional development activities. Head teachers demonstrate their commitment to openness and shared governance by including teachers in decision-making (4.00), which can result in a more motivated and unified faculty. The emphasis on disciplinary management (4.00) represents an organized strategy for upholding a supportive learning environment, which is necessary for students' overall growth as well as their academic performance. Moreover, offering incentives to instructors (4.00) and students (4.00) demonstrates a calculated approach to performance improvement and motivation. Head instructors who give rewards for performance not only recognize hard work but also promote excellence and ongoing development. Additionally, the initiatives to promote teachers' wellbeing (4.00) and provide orientation programs for new staff and kids (4.00) show a proactive approach to integration and support. By making sure that every member of the educational community feels appreciated and supported, these initiatives can greatly enhance retention rates and contribute to a healthy school culture.

Lastly, head teachers' excellent HRM procedures are demonstrated by their comprehensive "Very High" scores across all analyzed parameters (average score of 4.00). These methods help the educational institution function more successfully overall and provide a favorable atmosphere for teaching and learning. Maintaining and maybe improving these practices in the future could improve student outcomes, teacher satisfaction, and organizational effectiveness even more.

**TABLE 2**
**MANAGEMENT COMPETENCE OF HEAD TEACHERS 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	4.00	Very High
2	Ensuring regular school cleanup for conducive learning environment	2.93	High
3	Enforcing punishment on teachers and students' who vandalizes school facilities	3.91	Very High
4	Maintaining instructional materials for instructional improvement	3.64	Very High
5	Providing e-library facilities to aid teachers' and students' research	3.53	Very High
6	Equipping classrooms and offices with needed furniture	4.00	Very High
7	Inculcating maintenance culture in school through proper orientation of staff and students'	4.00	Very High
8	Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school.	4.00	Very High
9	Spearhead in the maintenance and beautification of the school.	3.91	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>3.81</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. A thorough evaluation of head teachers' management proficiency with regard to the administration of materials and resources in educational institutions is given in Table 2. This table assesses a number of factors that are essential to preserving a productive learning environment, including the acquisition of supplies, upkeep, and improvement of physical facilities. Based on their weighted mean score, each criterion's effectiveness is rated from "Very High" to "High."

Based from the results in table 2, The findings show that head teachers regularly possess a high degree of proficiency in material resource management. First off, the purchase of tangible and educational resources stands out as excellent, receiving a weighted mean score of 4.00. This ranking demonstrates a strong dedication to providing classrooms with necessary supplies and equipment, enabling the provision of high-quality education. Furthermore, proactive measures to establish a suitable learning environment are highlighted by the emphasis on keeping instructional materials (3.64), offering e-library facilities (3.53), and making sure regular school cleanup (2.93). Even if cleanliness

scores are marginally lower, proactive approaches to facility management and upkeep are highlighted by areas like implementing penalties against vandalism (3.91) and fostering a maintenance culture (4.00) through staff and student orientation. Lastly, A "Very High" degree of competency in materials resource management is indicated by the weighted average score of 3.81 across all criteria.

The results in table 2, implies that head teachers are skilled at creating a culture of care and responsibility for school facilities in addition to finding and managing resources. These results highlight how crucial efficient resource management is to improving student learning outcomes and creating a welcoming environment for teachers and students alike. Maintaining and raising the standard of education offered at educational institutions requires a sustained focus on these approaches. The acquisition of tangible and educational resources (rated at 5.00) demonstrates a strong dedication to offering sufficient resources for instruction and learning. By ensuring that educators have the resources they need to provide high-quality instruction, this improves student engagement and overall educational success. It further implied that that managing materials resources effectively is essential to enhancing the learning environment and advancing academic objectives. The "Very High" ratings in important categories like budgeting for repairs and maintenance, fostering a culture of maintenance, and outfitting classrooms demonstrate a thorough strategy for guaranteeing efficiency and sustainability in school operations. at order to maintain an atmosphere that supports learning and development at educational institutions going ahead, it will be essential to maintain these practices and address areas for improvement.

**TABLE 3**

**MANAGEMENT COMPETENCE OF HEAD TEACHERS 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	4.00	Very High
2	Joint preparation of school budgets with teachers and PTA.	3.81	Very High
3	Keeping accurate financial information of the school.	3.91	Very High
4	Ensuring accountability in all school expenditures.	4.00	Very High
5	Generating funds for school improvement.	3.91	Very High
6	Carrying out monthly audit of school budget.	3.69	Very High
7	Adopting cost saving strategies.	4.00	Very High
8	Possess transparency of school funds including that of the school MOOE funds.	3.77	Very High
9	Responsible in the preparation of liquidation reports.	4.00	Very High
10	Maximum utilization of school funds.	4.00	Very High
	<b>AVERAGE</b>	<b>3.91</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 Head Teachers in terms of Financial Resource. A thorough assessment of head teachers' financial resource management skills inside the school. This evaluation covers a number of important topics, including fund generation, budgeting, financial accountability, and strategic financial management techniques. The weighted mean score of each category is used to evaluate it, giving an indication of how well head teachers manage their finances.

Based from the findings of the study particularly on table 3, it shows that they demonstrate how well head teachers handle their financial resources. First off, the general competency in financial resource management is clear, with an average weighted mean score of 3.91 classified as "Very High." This suggests that head teachers are excellent at allocating finances based on the needs of the school, making sure that expenses are tracked, and making the most use of the money that is available to them. Second, certain areas—like working together with teachers and Parent-Teacher Associations (PTA) to prepare school budgets (3.81), raising money for school improvement (3.91), and implementing cost-cutting measures (4.00)—highlight smart and cooperative financial planning. These procedures not only improve efficiency and transparency but also encourage a shared sense of accountability and stewardship among stakeholders. Furthermore, a careful approach to financial governance is demonstrated by the dedication to maintaining correct financial records (3.91), carrying out routine audits (3.69), and creating transparent liquidation reports (4.00). These procedures are essential for upholding financial restraint and guaranteeing adherence to legal requirements, which improves the school's overall financial stability and sustainability.

Based from the results in table 3, it implies that the "Very High" ratings for each of the analyzed criteria show that head teachers have excellent financial resource management skills. These procedures not only facilitate the efficient use of resources but also the ongoing enhancement of educational results. It will be essential going forward to maintain existing procedures and possibly improve upon them in order to guarantee long-term financial stability and to maximize resources in order to satisfy changing educational demands. The results highlight how important sound financial management is to creating a positive learning environment and advancing the general prosperity of educational establishments.

**TABLE 4**

**OPCRF OF HEAD TEACHERS**

<b>RANGE</b>	<b>DESCRIPTOR</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
4.55-5.00	OUTSTANDING	10	91
4.00-4.54	VERY SATISFACTORY	1	9
3.55-3.99	SATISFACTORY	0	0
2.55-2.59	FAIRLY SATISFACTORY	0	0
1.55-1.99	DID NOT MEET EXPECTATION	0	0
<b>TOTAL</b>		11	100
<b>AVERAGE</b>		4.72	OUTSTANDING

Table 4 shows the Office Performance Commitment Review Form of Head Teachers offers an assessment of the head teachers' performance commitment and review. The purpose of this evaluation is to determine how well head teachers are performing in relation to their performance goals within the school. Performance ratings are divided into many ranges in the table, each of which corresponds to a descriptor that describes the degree of achievement. A thorough

picture of the results of their performance review is provided by the data, which includes the frequencies and percentages of head teachers falling within each performance area.

Based from the results on table 4, head teachers performed primarily exceptionally well, with a sizable majority falling inside the top performance category (4.55-5.00). 91% of head teachers have received a rating of "Outstanding," indicating that they have performed exceptionally well in meeting their performance obligations and responsibilities.

Moreover, the mean score of 4.72 highlights a consistently high standard of performance in every area. The head teachers' general excellence in their jobs and responsibilities is reaffirmed by this average, which is far inside the "Outstanding" level.

Table 4 results implied that The high number of head teachers (91%) who received ratings of "Outstanding" points to a remarkable degree of commitment, skill, and efficacy in managing and leading educational institutions. This performance review emphasizes how important strong leadership is in producing favorable results and creating a supportive atmosphere for learning. Furthermore, maintaining and raising the caliber of education offered will require ongoing support, acknowledgment of exceptional achievement, and chances for professional development and advancement. The results presented in Table 4 highlight the significance of strong performance management systems in guaranteeing responsibility, openness, and ongoing enhancement in the field of educational leadership.

**TABLE 5**

**TEST OF RELATIONSHIP BETWEEN THE MANAGEMENT COMPETENCE AND OFFICE PERFORMANCE AND COMMITMENT REVIEW FORM (OPCRF) OF HEAD TEACHERS**

<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>HUMAN RESOURCE MANAGEMENT VS OPCRF</b>	0.91	4.265	1.662	Reject Ho	Significant Relationship
<b>MATERIAL RESOURCE MANAGEMENT VS OPCRF</b>	0.86	3.771	1.662	Reject Ho	Significant Relationship
<b>FINANCIAL RESOURCE VS OPCRF</b>	0.88	4.031	1.662	Reject Ho	Significant Relationship

Table 5 validates the relationship Between The Management Competence And Office Performance And Commitment Review Form (OPCRF) Of Head Teachers. The results of an examination into the association between head teachers' evaluations on the Office Performance and Commitment Review Form (OPCRF) and management competence in the areas of financial, materials, and human resource management are shown in Table 6. The purpose of this analysis is to determine if head teachers' overall performance as measured by the OPCRF and how they manage different resources have a statistically significant association.

Based from the results given between the human resource Management and OPCRF, it shows that the computed t value is greater than the computed t value of 4.265 & 1.662 respectively thus, the null hypothesis is rejected. The way

head instructors handle their human resources and how well they perform in the OPCRf are significantly correlated. The estimated value (4.265) and high correlation coefficient (0.91) point to a strong positive association, indicating that head teachers' dedication and overall performance are strongly impacted by efficient human resource management. On the other hand, on the Materials Resource Management and OPCRf, the computed t value is greater than the computed t value of 3.771 & 1.662 respectively thus, the null hypothesis is rejected. The way head teachers handle their resources and materials and how well they do as determined by the OPCRf are significantly correlated. The computed value (3.771) and correlation coefficient (0.86) show a strong positive association, indicating that head teachers' performance outcomes are highly influenced by their successful management of materials and resources. Lastly, on the Financial Resource Management and OPCRf the computed t value is greater than the computed t value of 4.031 & 1.662 respectively thus, the null hypothesis is rejected. The OPCRf evaluation of head teachers' effectiveness and their financial resource management are significantly correlated. A substantial positive link is indicated by the estimated value (4.031) and correlation coefficient (0.88), indicating that head teachers' overall performance and dedication are positively influenced by competent financial resource management.

The results in table 5 implied that crucial efficient resource management is in affecting head teachers' dedication and performance in educational settings. Higher performance ratings in the OPCRf are positively correlated with effective management of people, material, and financial resources, as indicated by the statistically significant connections found. Moreover, policies and educational administrators ought to give top priority to initiatives to improve managerial skills in all of these areas. This entails giving head teachers the necessary resources, assistance, and training to enable them to efficiently manage staff, supplies, and money. By doing this, educational leadership cultures of excellence, accountability, and continuous improvement may be fostered by institutions, which will ultimately improve student outcomes and educational quality.

#### IV. CONCLUSION

Based from the findings this study, it highlight the critical role that competent management plays in influencing head teachers' dedication and performance. Schools can foster conditions that promote growth, creativity, and success by giving priority to the development of these competences. This will ultimately benefit students, staff, and the larger community that these institutions serve. Moreover, the statistically significant relationships highlight how crucial it is to provide head teachers with the knowledge, tools, and assistance they need to improve their management proficiency in all crucial areas.

#### V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads in dealing with the different roles and responsibilities by them which could reflect their performances.
2. Teachers need to understand how important it is for school administrators to manage their buildings well in order to create a positive work atmosphere. By actively taking part in cooperative decision-making processes and offering helpful criticism on administrative procedures, they can assist head teachers. Furthermore, professional development opportunities can help instructors become more proficient in resource management techniques, which will improve the overall efficacy of the school.
3. School heads are urged to place a high priority on honing their managerial abilities, especially with regard to the administration of people, materials, and finances. This involves spending money on leadership development courses that emphasize conflict resolution, team building, and strategic planning. School leaders may empower their personnel and

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increase organizational efficiency by cultivating a culture of transparency and accountability, which will raise performance ratings on the OPCRf.

4. District supervisors are vital to the management of several schools under their purview. The results of this research should be used to create uniform performance standards and evaluation guidelines for all schools. District supervisors can foster uniformity in instructional leadership practices and improve district-wide performance by offering focused support and mentorship to head teachers who need help with resource management.

5. Education Program Supervisors are well positioned to create and carry out customized training courses intended to improve head teachers' management skills. The best practices for staff development, financial management, and resource allocation should all be included in these programs. Education program supervisors can guarantee that head teachers have the abilities they need to successfully manage the challenges of educational leadership by providing continuous support and advice.

6. The Chief Education Program Supervisor should push for the inclusion of management competency evaluations in the larger context of professional development programs, since they are leaders in educational policy and program creation. This entails working with stakeholders to develop precise performance measures that are connected to the efficacy of resource management and to improve assessment procedures. The Chief Education Program Specialist can promote systemic change that improves educational results at all levels of the educational system by advocating for ongoing improvement in leadership practices.

7. In relation to the abovementioned, the researcher is giving the authority to those future leaders to conduct the same study to test the veracity of the results..

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