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# School Heads Management Skills, Parent's Involvement and Performance of the Grade 7 Students

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## ABSTRACT

This study was conducted to evaluate the Management Skills of School Heads, Parent's involvement and performance of the Grade 7 Students in Linao National High School in Schools Division of Ormoc City. 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 the managerial skills Of School Heads to the Parental Involvement and performance of Grade 7 students in Edukasyon sa Pagpapakatao. 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 skills of School heads influence the performance of the students. The relationship Between The Management Competence of School Heads, Parents Involvement and Academic performance of Learners in Edukasyon sa Pagpapakatao. It provides strong evidence of the important connections between the academic achievement of students in Edukasyon sa Pagpapakatao, parental involvement, and the management competencies of school heads. Strong correlations between all examined variables are shown by the results, underscoring the crucial influence of these variables on academic performance.

Based from the results, there is a significant positive relationship between academic performance and the managerial proficiency of school leaders in human resource management. This suggests that improving student progress in Values Education requires efficient administration of instructors and personnel, including their deployment and support. Secondly, there is a strong positive correlation between academic achievement and the material resource management practices of school leaders. This emphasizes how crucial it is to have enough physical and instructional resources available and maintained, as these are necessary for efficient teaching and learning of the subject.

Furthermore, there is a strong association between financial resource management and academic achievement, highlighting the need of prudent financial stewardship, allocation, and budgeting in promoting learning objectives. Moreover, there is a strong positive correlation between parental involvement and academic achievement. This demonstrates how parents' active involvement in their kids' education—by encouraging and taking part in their learning—has a favorable effect on their academic performance in values education.

The result of the study implies that family involvement and school managerial skills are linked in determining students' academic success in Edukasyon sa Pagpapakatao. Good parental participation and efficient human, material, and financial resource management techniques are essential for developing favorable learning environments and encouraging successful educational outcomes.

**Keywords — Management Skills**

**School Heads**

**Parent's Involvement**

**Academic**

## I. INTRODUCTION

The Department of Education is one example of the many types of organizations where managerial skills are essential. With students and pupils as the main clientele, the Department's objective is to enhance the performance and instructional competency of teaching and non-teaching staff members while going above and beyond for the benefit of the public.

For every student to receive a basic education that is high-quality, easily accessible, pertinent, and liberating, the Department of Education (DepEd) makes sure that the K–12 Basic Education Curriculum is implemented effectively. In order to prepare graduates for higher education, middle-level skill development, and the workforce, the K–12 Curriculum offers opportunities and enough time for students to develop and master 21st-century lifelong learning skills. It also allows them to experience learning outside of the classroom for a more holistic development (DO No. 07, s. 2020).

First and foremost, a school head's strong managerial abilities are essential for developing an atmosphere that is favorable to education. An administrator with efficient Management skills are the ability to effectively distribute resources, create policies that encourage student development and foster a supportive school environment. Setting an example of professionalism and dedication for the rest of the school community benefits students by giving them access to a well-structured and supportive learning environment. Furthermore, parental participation is crucial to students' success in Grade 7. When parents take an active role in their child's education, they can work with teachers to address any difficulties their child may face, reinforce learning outside of the classroom, and offer important support at home. This collaboration between parents and schools encourages students to achieve academic success by highlighting the value of education and creating a sense of accountability.

On the other hand, Numerous factors, such as the standard of instruction, the school environment, and the degree of support received, have an impact on students' performance. Parental involvement and effective school leadership play a major role in boosting these elements, which improves student outcomes. Students who experience strong leadership, supportive learning environments, and parental involvement are more likely to feel empowered and driven to succeed in school.

Based on the different information gathered by the Researcher, these are some of the reasons why the researcher is trying to pursue her study to help teachers improve their performance in teaching, increase the participation of parents in the different school activities which will be connected to the performance of their children to learning development as well as improve the test performance of the Grade 7 learners in general.

This study was conducted to evaluate the Management Skills of School Heads, Parent's involvement and performance of the Grade 7 Students in Linao National High School in Schools Division of Ormoc City. 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 skills of the school Heads in terms of:
  - 1.1 Human Resource Management;
  - 1.2 Materials Resource Management;
  - 1.3 Financial Resource Management?
2. What is the extent of parent's involvement to the different PAPs of the School?

3. What is the academic performance of the Grade 7 students?
4. Is there a significant relationship between the level of management skills to the ff:
  - 4.1. Extent of Parent's Involvement; and
  - 4.2. Student's Academic performance?
5. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : there a significant relationship between the level of managerial skills to the ff:

- a. Extent of Parent's Involvement; and
- b. Student's Academic performance.

## II. METHODOLOGY

**Design.** A descriptive-correlational design was used in this study to investigate the relationship between the managerial skills Of School Heads to the Parental Involvement and performance of Grade 7 students in Edukasyon sa Pagpapakatao. 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 skills of School heads influences the performance of the students. 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 skills Of School Heads to the Parental Involvement and performance of Grade 7 students in Edukasyon sa Pagpapakatao. The researcher believes that the design is right and fitting to push through with this study on managerial skills Of School Heads to the Parental Involvement and performance of Grade 7 students in Edukasyon sa Pagpapakatao 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 skills Of School Heads to the Parental Involvement and performance of Grade 7 students in Edukasyon sa Pagpapakatao.. The main local of the study is in Linao National High School. The information for the analysis was gathered using three (3) distinct survey instruments: The research instruments used in the study are the School Heads Instructional Supervisory Skills Survey Questionnaires, Parents Involvement Tool and Academic performance of learners in ESP. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

**Sampling.** There were 256 total number respondents who are included in the study. The respondents of the were the 3 School Head and 53 Teachers and 200 Grade 7 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 is through cell phones.

**Research Procedure.** The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the Instructional supervisory skills of School head, Parents involvement and academic performance of learners. 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 3 for hereto be notified.

The researcher distributed the researcher survey questionnaires to the teacher-in-charge to be answered by the teachers. After one month, the questionnaires were 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 managerial skills Of School Heads to the Parental Involvement and performance of Grade 7 students in Edukasyon sa Pagpapakatao.. 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 were submitted to the School Division Office for approval. Upon approval, the Division released an 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 and 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 were employed to determine the managerial skills Of School Heads to the Parental Involvement and performance of Grade 7 students in Edukasyon sa Pagpapakatao.

Pearson r Moment Correlation Coefficient was used to test the relationship between managerial skills Of School Heads to the Parental Involvement and performance of Grade 7 students in Edukasyon sa Pagpapakatao.

### III. RESULTS AND DISCUSSION

TABLE 1

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

	HUMAN RESOURCE MANAGEMENT	WEIGHTED MEAN	INTERPRETATION
1	Delegation of tasks to teachers' in order to give them sense of responsibility	3.92	Very High
2	Involving teachers' in decision making for school improvement.	3.64	Very High
3	Ensuring teachers' and students' discipline	3.80	Very High
4	Organizing seminars and workshops for professional advancement of teachers	3.76	Very High
5	Providing incentives for teachers' to increase their motivation to work	3.20	High
6	Appraising staff in order to improve their job performance	3.60	Very High

7	Providing incentives to students' to improve academic performance	3.64	Very High
8	Orientating new staff and students on school activities and goals	3.52	Very High
9	Promoting teachers' welfare to increase their commitment to instructional tasks	3.64	Very High
10	Supervising teachers' and students' in order to render professional guidance.	3.60	Very High
	<b>AVERAGE</b>	<b>3.63</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. The human resource management competency of school heads is demonstrated in this table, which provides a thorough evaluation of procedures essential to effective educational leadership. It captures the opinions of stakeholders on a range of topics, including task delegation, decision-making participation, disciplinary actions, professional development programs, and incentive schemes. These assessments shed light on the elements that make an environment favorable for learning as well as the areas that could use improvement to increase organizational success. In order to create a supportive environment that supports teacher happiness, professional development, and ultimately student achievement, school administrators must have a thorough understanding of these dynamics. Educational institutions can sustain ongoing progress in educational outcomes and increase their overall management competency by proactively addressing identified areas for improvement and building on current strengths.

Based from the results in table 1 shows that the human resource management competency of school heads displays a range of participant perspectives and highlights both areas of strength and needed improvement. Giving teachers more responsibilities resulted in the highest weighted mean of 3.92, which was classified as "Very High" in effectiveness. The aforementioned outcome highlights the importance of empowering educators via delegation, as it fosters their professional development and increases overall school productivity and teacher contentment while the supply of incentives to teachers to boost their motivation to work yielded the lowest weighted mean of 3.20, which was still within the "High" interpretation range. This shows that although incentives are recognized as being significant, there might be space for improvement in the way they are designed and put into practice to better match teachers' goals and increase their dedication and output.

Based from the results in table 1 it implies that school heads have a good view of managerial competence in human resource procedures. High marks were given to areas like allowing teachers to participate in decision-making, maintaining discipline, and planning professional development activities. These areas demonstrate good leadership practices that support a positive learning environment. Incentives that are optimized based on feedback and strategically aligned with teacher requirements have the potential to increase organizational morale and performance going ahead, thereby strengthening the school's dedication to staff well-being and ongoing improvement.

**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	3.28	Very High
2	Ensuring regular school cleanup for conducive leaning environment	3.76	Very High
3	Enforcing punishment on teachers and students' who vandalizes school facilities	3.24	High
4	Maintaining instructional materials for instructional improvement	3.64	Very High
5	Proving e-library facilities to aid teachers' and students' research	3.24	High
6	Equipping classrooms and offices with needed furniture	3.44	Very High
7	Inculcating maintenance culture in school through proper orientation of staff and students'	3.60	Very High
8	Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school.	3.60	Very High
9	Spearhead in the maintenance and beautification of the school.	3.72	Very High
10	Sources materials for the improvement of teaching-learning and physical aspects of the school.	3.52	Very High
	<b>AVERAGE</b>	<b>3.50</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. In this table it caters different results which offers thorough evaluation of school heads' management proficiency with reference to materials resource management across a number of crucial areas essential to the efficient operation of educational establishments. From 'High' to 'Very High,' the weighted mean ratings guide interpretations by reflecting the perceived performance levels in each category. The school heads demonstrated a 'Very High' level of expertise in acquiring both instructional and physical items necessary for teaching and learning, as evidenced by their weighted mean score of 3.28 in the procurement category. This demonstrates their competence in guaranteeing the accessibility and sufficiency of resources required for learning activities. Second, preserving a clean and pleasant learning environment at school was rated 'Very High' with a noteworthy score of 3.76. This illustrates their proactive strategy. The implementation of punishment, with a specific focus on dealing with teacher and student vandalism of school property, received a score of 3.24, indicating a 'High' degree of efficacy in upholding order and respect for school property.

A weighted mean of 3.64 was obtained for the upkeep and maintenance of instructional materials to enhance instructional improvement, suggesting another 'Very High' level of competence and emphasizing their efforts to preserve teaching aids. Additionally, the availability of e-library resources for research purposes was rated as "High" with a score of 3.24, demonstrating a continuous attempt to incorporate technology into educational materials to improve learning opportunities. The provision of furniture for classrooms and offices received a score of 3.44, signifying a 'Very High' degree of proficiency in guaranteeing sufficient infrastructure for learning environments. Maintaining school buildings and facilities through financial provisions received a score of 3.60, indicating a 'Very High' degree of dedication to maintaining infrastructure quality. Leading the upkeep and aesthetic enhancement of the school environment also scored 3.72, indicating a 'Very High' rating, highlighting their commitment to establishing an aesthetically pleasing and practical learning environment. Finally, the procurement of resources for both educational and physical infrastructure advancements received a score of 3.52, indicating a 'Very High' level of competency. This was in relation to procuring materials for teaching and physical improvement.

In summary, Table 2 presents a range of weighted mean scores that indicate the performance of school heads across different duties and emphasizes their management competency in terms of materials resource management. 'Very High', or having a weighted mean of 3.76, "Ensuring regular school cleanup for conducive learning environment" stands out among the best rankings. This shows a strong dedication to upholding a tidy and well-organized learning environment in schools, which is necessary to promote the best possible learning environments. Conversely, with a weighted mean of 3.24 and a classification of "High," "Enforcing punishment on teachers and students who vandalize school facilities" has the lowest score out of all the mentioned items. This score indicates possible areas for improvement in the application of discipline to safeguard school property, even though it is still commendable.

Based from the results in table 2 implies that the excellent managerial skills of the school administrators in terms of facility equipment, upkeep of teaching materials, and creation of a maintenance culture could increase their commitment to resource acquisition, upkeep, and infrastructure development—all essential for fostering productive teaching and learning environments—is demonstrated by their consistently high rankings in the majority of categories. The lower ranking for enforcing discipline for vandalism, however, emphasizes the necessity of paying ongoing attention to disciplinary actions to protect school property. By addressing these issues, it will be possible to increase the effectiveness of resource management overall and guarantee the continued quality and usefulness of educational facilities, which will benefit both staff and students. Moreover, these results highlight how well they have led the charge in guaranteeing the accessibility, maintenance, and improvement of vital resources that are vital to the learning process.

**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	3.48	Very High
2	Joint preparation of school budgets with teachers and PTA.	3.40	Very High
3	Keeping accurate financial information of the school.	3.48	Very High
4	Ensuring accountability in all school expenditures.	3.60	Very High
5	Generating funds for school improvement.	3.40	Very High

6	Carrying out monthly audit of school budget.	3.36	Very High
7	Adopting cost saving strategies.	3.56	Very High
8	Possess transparency of school funds including that of the school MOOE funds.	3.52	Very High
9	Responsible in the preparation of liquidation reports.	3.44	Very High
10	Maximum utilization of school funds.	3.24	High
	<b>AVERAGE</b>	<b>3.46</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. A weighted mean rating ranging from 'High' to 'Very High,' Table 3 provides a thorough assessment of school heads' management competency in terms of financial resource management. It highlights their performance across important duties.

Based from the results given, it can be gleaned that in Ensuring accountability in all school expenditures" received one of the highest grades in this table, with a weighted mean of 3.60, classed as "Very High." This suggests that there is a high priority placed on upholding accountability and openness in the management of financial resources, making sure that expenses are reasonable and in line with educational goals. Likewise, "Adopting cost-saving strategies" scored highly, 3.56, indicating that it is a "Very High" score that reflects proactive efforts to maximize financial resources and improve efficiency within the budget of the school. On the other hand, "Maximum utilization of school funds" receives the lowest score out of all the mentioned elements, receiving a weighted mean of 3.24, which represents 'High'. This score indicates that there may be ways to further optimize the use of money to maximize their impact on school development activities, even though it is still respectable.

Based from the results presented in table 3, these implies that School heads exhibit an overall 'Very High' level of managerial competence in financial resource management, as indicated by the weighted average of 3.46 across all categories. Their capacity to prioritize financial allocations, keep accurate financial records, and promote accountability and openness in financial management processes is demonstrated by their average score. These findings could further imply that school Heads possess high financial management skills, as seen by their proactive budget preparation, observance of auditing procedures, and initiatives to raise capital for school enhancements. The somewhat lower score for optimizing money utilization, however, draws attention to a place where more work may result in increased effectiveness and impact. All things considered, these results highlight how crucial efficient financial resource management is to meet the operating and growth requirements of educational establishments.

**TABLE 4**

**PARENTAL INVOLVEMENT**

	<b>Parental Involvement</b>	<b>WEIGHTED MEAN</b>	<b>INTERPRETATION</b>
1	It is difficult to find time to be actively involved in my child's education.	2.82	High



2	It is the teacher's full responsibility to educate my child.	2.60	High
3	I got overwhelmed trying to understand educational programs and procedures especially during this pandemic.	2.72	High
4	I spend several hours trying to help my child understand her modules.	2.88	High
5	My child gets an excessive number of modules every day and I don't have time to help.	2.48	High
6	I always check my child's work to make sure it is correctly done.	3.13	High
7	I have difficult time understanding my child's modules enough to make sure it is correct.	2.65	High
8	My child receives too many modules every night.	2.42	Low
9	I am always willing to help my child complete his/her modules.	3.00	High
10	I was the one responsible in getting and retrieving the modules of my child.	2.32	Low
11	I had a hard time helping my child's modules because I lack information or knowledge regarding the lessons discussed.	2.60	High
12	My involvement in my child's education motivates him/her to finish the modules.	3.37	Very High
13	I seek help from the teacher every time I find difficulty in assisting my child's module.	2.37	Low
14	Teachers at my school encourage parents to guide our child in completing his/her modules.	3.43	Very High
15	I cannot help my child on his/her modules because I do not know.	2.50	High
16	I attended capacity building to enhance my knowledge in assisting my child.	2.57	High
17	I believe that my child is equipped with the knowledge to answer his/her modules independently.	3.53	Very High
18	My child cannot work on his/her module without my assistance.	1.82	Low
19	I don't have time helping my child with his/her modules.	2.20	Low
20	I talk with other parents frequently about educational issues.	2.62	High
	<b>AVERAGE</b>	<b>2.70</b>	<b>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 4 discusses the parents involvement to the performance of the students in Edukasyon sa Pagpapahalaga. It

offers an analysis of the factors that affect parents' involvement in their children's education and offers insights into this relationship. The weighted mean scores, which vary from "Very Low" to "Very High," represent the various degrees of parental participation and perceptions and behaviors.

Based from the table 4 results specifically on the statement "My involvement in my child's education motivates him/her to finish the modules" has one of the highest ratings in this table, with a weighted mean of 3.37 and a "Very High" classification. This demonstrates how parents view their own active involvement as a major source of incentive for their kids, highlighting the beneficial effects of parental involvement on academic engagement and completion. Research indicates that most parents think their kids can study on their own without continuous support, which emphasizes how important it is to help pupils become self-sufficient and autonomous learners. On the other hand, the lowest scores in the table include "My child cannot work on his/her module without my assistance" with a weighted mean of 1.82, categorized as 'Low'. This suggests that parents generally believe their children are capable of independent learning without constant assistance, underscoring the importance of fostering self-reliance and academic autonomy in students while the lowest scores in the table include "My child cannot work on his/her module without my assistance" with a weighted mean of 1.82, categorized as 'Low'. This suggests that parents generally believe their children are capable of independent learning without constant assistance, underscoring the importance of fostering self-reliance and academic autonomy in students.

Table 4 results implies that although parents see themselves as involved and supportive of their children's education, there is room for improvement in the partnership between parents and teachers. More successful parental participation tactics may address issues including figuring out how to grasp educational programs during difficult times and how to balance parental assistance without impeding student independence. Overall, the best way to maximize student achievement and wellbeing is to create a supportive environment that promotes shared responsibility and communication between parents and schools. Having 'High' average weighted mean (2.70) for all assertions combined, parents generally demonstrate a moderate to high level of commitment and engagement in their children's education, according to this average score

**TABLE 5**

**ACADEMIC PERFORMANCE OF STUDENTS**

<b>RANGE</b>	<b>DESCRIPTOR</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
90-100	OUTSTANDING	8	3
85-89	VERY SATISFACTORY	28	33
80-84	SATISFACTORY	24	48
75-79	FAIRLY SATISFACTORY	0	16
BELOW 75	DID NOT MEET EXPECTATION	0	0
TOTAL		60	100
AVERAGE		85.75	VERY SATISFACTORY

Table 5 shows the Academic Performance of the Grade 7 Edukasyon sa Pagpapakatao Learners. gives a summary of students' academic performance according to their grades and gives information on the distribution and percentages of various accomplishment levels.

Based from the results in table 5, it can be gleaned that in the outstanding having a score ranging from 90-100, Eight students, or roughly 13% of the sample as a whole, fall into this group. These pupils have attained the greatest

possible standard of academic achievement, exhibiting remarkable comprehension and skill in their coursework. While on the Very satisfactory (85-89), 28 students make up the largest category, or almost 47%. This suggests that a sizable percentage of pupils met high standards in their academic attempts and performed really well. In the satisfactory level having scores ranging from 80-84, 24 students, or almost 40% of the total, are in this group, which follows closely. These pupils have performed to a good degree and have met the requirements for their academic evaluations. Lastly, on the scores having below 75 ((Did Not Meet Expectation) and Fairly Satisfactory (75-79), shows that no student falls into these lower ranges, indicating that every student attained a satisfactory level or above.

Based from the results in table 5 implies that these findings point to a productive learning environment in which a sizable portion of students are reaching or surpassing academic goals. The lack of pupils in the lower performance categories, however, also begs the question of whether the assessment criteria are inclusive or whether students who would benefit from them can receive additional support and opportunities for improvement. Having the 85.75 average grades, the student cohort as a whole performed well academically overall, as evidenced by the average, with most receiving marks that show mastery and comprehension of all disciplines. Furthermore, students' overall academic accomplishment levels, highlighting areas of strength in performance as well as suggesting possible areas for more improvement or help to guarantee all students' continued academic success and growth.

**TABLE 6**

**TEST OF RELATIONSHIP BETWEEN THE MANAGEMENT COMPETENCE OF SCHOOL HEADS, PARENTS INVOLVEMENT AND ACADEMIC PERFORMANCE OF LEARNERS IN EDUKASYON SA PAGPAPAKATAO**

<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 ACADEMIC PERFORMANCE</b>	0.78	3.911	2.160	Reject Ho	Significant Relationship
<b>MATERIAL RESOURCE MANAGEMENT VS ACADEMIC PERFORMANCE</b>	0.76	3.761	2.160	Reject Ho	Significant Relationship
<b>FINANCIAL RESOURCE VS ACADEMIC PERFORMANCE</b>	0.75	3.533	2.160	Reject Ho	Significant Relationship
<b>PARENTAL INVOLVMENT VS ACADEMIC PERFORMANCE</b>	0.63	2.990	2.160	Reject Ho	Significant Relationship

Table 6 validates the relationship Between The Management Competence of School Heads, Parents Involvement and Academic performance of Learners in Edukasyon sa Pagpapakatao. It provides strong evidence of the important connections between the academic achievement of students in Edukasyon sa Pagpapakatao, parental involvement, and the management competencies of school heads. Strong correlations between all examined variables are shown by the results, underscoring the crucial influence of these variables on academic performance.

Based from the results in table 6, there is a significant positive relationship ( $r = 0.78$ ) between academic performance and the managerial proficiency of school leaders in human resource management. This suggests that improving student progress in Values Education requires efficient administration of instructors and personnel, including their deployment and support. Secondly, there is a strong positive correlation ( $r = 0.76$ ) between academic achievement and the material resource management practices of school leaders. This emphasizes how crucial it is to have enough physical and instructional resources available and maintained, as these are necessary for efficient teaching and learning of the subject.

Furthermore, there is a strong association ( $r = 0.75$ ) between financial resource management and academic achievement, highlighting the need of prudent financial stewardship, allocation, and budgeting in promoting learning objectives. Moreover, there is a strong positive correlation between parental involvement and academic achievement ( $r = 0.63$ ). This demonstrates how parents' active involvement in their kids' education—by encouraging and taking part in their learning—has a favorable effect on their academic performance in values education.

The results in table 6 implies that family involvement and school managerial skills are linked in determining students' academic success in Edukasyon sa Pagpapakatao. Good parental participation and efficient human, material, and financial resource management techniques are essential for developing favorable learning environments and encouraging successful educational outcomes.

#### IV. CONCLUSION

Based from the findings this study, it highlights the crucial influence that parental participation and the administrative proficiency of school heads have on children' academic achievement in Edukasyon sa Pagpapakatao. The necessity of strategic leadership in school head is underscored by the substantial positive correlations found between academic success and the efficient use of financial, material, and human resources. Successful school administrators not only make the most of the learning environment, but they also make sure that instructors are supported, and resources are used efficiently, which improves student outcomes in Values Education. Furthermore, the strong relationship shown between parental participation and academic achievement supports the idea that parents who are actively involved in their children's education are essential to their success. Collaborating with schools and actively participating in their children's education creates a supportive environment that is favorable to academic success. These results highlight the relationship between successful school management strategies and family involvement in attaining favorable educational outcomes..

#### V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the level of parents involvement and academic performance of learners in ESP..
2. Teachers should work together with parents by Keeping them informed about students' progress and foster their involvement in their kids' education by keeping them in the loop on developments. They should also collaborate closely with school administrators to guarantee that facilities and instructional materials are used to their fullest potential for improved teaching and learning.
3. School heads should boost their managerial skills to increase operational efficiency, take part in professional development programs that emphasize financial stewardship, material resource allocation, and human resource

management. As well as encourage parental involvement to put into practice programs like parent-teacher conferences, workshops, and family-friendly events to build closer relationships with parents.

4. Parents should have active Participation by attending school meetings, keep an eye on students' development, and lend a hand with school-related activities to demonstrate your grasp of and commitment to addressing the educational requirements of your children. Encourage Learning at Home: Establish a setting that is favorable for learning at home and have conversations with kids about the values and education they get in school.

5. Education Program Supervisor in ESP should continue to support and guide the teachers and school heads by providing school administrators and teachers with opportunities for professional development that are especially suited to Edukasyon sa Pagpapakatao, with a focus on curriculum enhancement and effective teaching practices. Conduct Monitoring to make sure that school administration procedures and parental participation initiatives are in line with academic objectives, evaluate and appraise their execution on a regular basis.

6. The Chief Education Supervisor should conduct Policy Advocacy and Push for laws that encourage more parental involvement and advance school administrators' professional growth in terms of efficient use of financial, material, and human resources. They should also encourage cooperation amongst educational stakeholders such as parents, schools, and educators in order to exchange resources and best practices that support academic achievement in values education.

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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