School Head's Managerial Competence, Teachers Level of Work Satisfaction And Literacy and Numeracy Skills of the Key Stage 2 Pupils

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ABSTRACT

This study was conducted to determine the School Head's Managerial Competence, Teachers' level of work satisfaction and literacy and numeracy skills of the key stage 2 pupils. The findings of the study were the bases for the proposed Instructional Supervisory Plan. A descriptive-correlational design was used in this study to investigate the relationship between School Head's managerial competence in relation to the level of work satisfaction of teachers and reading and numeracy performance of the key stage 2 pupils. Aside from the questionnaires to be given to both School Head and Teachers, data mining employed in gathering of data of the key stage 2 learners through conducting reading and numeracy test. The significant relationships between managerial competence, work satisfaction, and both literacy and numeracy among learners. The computed correlation coefficient between managerial competence and work satisfaction indicates a very strong relationship, suggesting that higher levels of managerial competence are closely linked to increased work satisfaction among employees. This strong correlation implies that effective management practices, including supportive leadership and skillful decision-making, play a crucial role in enhancing employee morale and job satisfaction. Such findings resonate with the perspective that competent managers create a positive work environment that fosters engagement and productivity. In addition to managerial competence, the results also highlight a significant correlation between work satisfaction and literacy levels, indicating a strong relationship. This suggests that employees who possess higher literacy skills are more likely to experience greater job satisfaction. The ability to understand and effectively engage with workplace communications can lead to a more fulfilling work experience. Literacy not only empowers employees to perform their tasks more effectively but also enhances their ability to contribute to team dynamics and organizational goals, thereby further boosting job satisfaction. The relationship between work satisfaction and numeracy is also noteworthy, with a correlation coefficient, signifying a strong relationship. This indicates that employees with better numeracy skills tend to report higher levels of satisfaction in their work. Numeracy skills are increasingly vital in various roles, particularly in data analysis, budgeting, and decision-making. The ability to comprehend numerical information and apply it effectively can lead to greater confidence in one's work and a more satisfying experience overall. These findings underline the importance of investing in numeracy training as part of employee development programs to enhance work satisfaction. The results implied that school may need to focus on developing managerial competencies to foster a supportive and engaging work environment. This can be achieved through targeted training programs for managers that emphasize communication, leadership, and employee engagement strategies. Effective managerial practices not only boost employee satisfaction but also positively impact organizational performance. Hence, investing in managerial training could yield significant returns in terms of employee morale and productivity. Moreover, the strong correlations between work satisfaction and both literacy and numeracy suggest that organizations should prioritize skill development initiatives. By offering literacy and numeracy training, employers can

enhance employees' capabilities and job satisfaction. This could lead to improved overall organizational performance as satisfied employees are often more productive and engaged in their roles.

Keywords — Managerial Competence.   level of Work Satisfaction Literacy Skills   Numeracy Skills

I.   INTRODUCTION

The interplay between the school head's competencies, teachers' work satisfaction, and students' reading and numeracy performance highlights the need for a holistic approach to school leadership. Improving the instructional and managerial skills of school heads can create a positive working environment for teachers, which in turn can enhance their performance and job satisfaction. This positive cycle ultimately benefits students, as motivated and well-supported teachers are better equipped to deliver high-quality education, leading to improved reading and numeracy performance among pupils. Addressing these issues requires targeted interventions and ongoing support for school leaders to foster an environment conducive to educational excellence.

Understanding the relationship between a school head's competencies, teachers' work satisfaction, and students' academic performance is crucial in educational leadership. A school head's instructional competencies encompass their ability to effectively guide and support teaching practices, curriculum development, and educational initiatives. Managerial competencies involve efficient resource allocation, fostering a conducive learning environment, and promoting professional development among staff.

Teachers' level of work satisfaction is intricately linked to the leadership provided by the school head. When school leaders demonstrate strong instructional and managerial competencies, they can inspire a positive work environment where teachers feel valued, supported, and motivated. This, in turn, enhances teachers' commitment to their roles, improves job satisfaction, and contributes to overall teacher effectiveness.

The reading and numeracy performance of Key stage 2 pupils often reflects the combined impact of effective school leadership and teacher satisfaction. A conducive work environment, driven by competent school leadership, tends to foster better teaching practices, which can lead to improved academic outcomes among students. By focusing on enhancing instructional strategies and supporting teachers, school heads can directly influence student achievement and promote a culture of continuous improvement within the school community.

As a Grade 4 teacher, I find the thesis title "School Head's Managerial Competence, Teachers' Level of Work Satisfaction, and Literacy and Numeracy Skills of the Key Stage 2 Pupils" highly relevant and significant. The intricate relationship between school leadership, teacher satisfaction, and student performance is a critical area of study, particularly in the foundational years of education. Key stage 2 is a pivotal year for students as they transition from learning to read to reading to learn. Understanding how the competencies of school heads influence teacher satisfaction and, subsequently, student reading and numeracy performance can provide valuable insights into enhancing educational outcomes.

From my perspective, the instructional and managerial competencies of a school head are fundamental in creating an environment conducive to both teaching and learning. Effective school leaders who possess strong instructional skills can provide meaningful support and professional development opportunities for teachers. Moreover, their managerial abilities ensure that the school operates smoothly, resources are adequately allocated, and policies are implemented effectively. When a school head is competent in these areas, teachers are more likely to feel supported and valued, which can significantly boost their job satisfaction and commitment.

Teacher satisfaction is a critical factor that directly impacts student learning and achievement. Satisfied teachers are more motivated, engaged, and willing to go above and beyond in their instructional practices. In my experience, when teachers feel appreciated and supported by their school leaders, they are more likely to invest time and effort into developing creative and effective reading and numeracy programs. This, in turn, enhances the reading and numeracy performance of Key stage 2 pupils. Therefore, exploring the correlation between school head competencies and teacher satisfaction can provide actionable insights into improving teaching strategies and student outcomes.

Finally, the focus on the reading and numeracy performance of Key stage 2 pupils is particularly crucial. Reading and numeracy are fundamental skills that underpin all other areas of learning. By examining how the leadership competencies of school heads and the work satisfaction of teachers influence reading and numeracy performance, the study can highlight areas for intervention and improvement. As a teacher, I am acutely aware of the challenges students face in developing strong reading and numeracy skills. This thesis has the potential to contribute significantly to the literature on educational leadership and its impact on student achievement, providing a basis for enhancing both teacher satisfaction and student learning experiences in elementary education.

The reading and numeracy performance of key stage 2 pupils is directly influenced by the competencies of the school head and the satisfaction of teachers. A school head with strong instructional leadership can implement effective reading and numeracy programs and foster a culture of continuous improvement in literacy education. Conversely, if a school head is not proficient in instructional leadership, it may lead to poorly executed reading and numeracy initiatives and inadequate support for teachers, ultimately hindering students' reading and numeracy development. Addressing the gaps in leadership competencies is essential for improving reading and numeracy outcomes among young learners.

Thus, this is one of the reasons why the researcher is trying to pursue her 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 School Head's Managerial Competence, Teachers' level of work satisfaction and literacy and numeracy skills of the key stage 2 pupils. The findings of the study were the bases for the proposed Instructional Supervisory Plan.

Specifically, the study sought to answer the following questions:

1.   What is the managerial competence of the School Head in terms of:

    1.1   Human Resource Management;

    1.2   Material Resource Management;

    1.3   Financial Resource Management;

2.   What is the level of work satisfaction of elementary teachers in terms of the following:

    2.1   Intrinsic satisfaction; and

    2.2   Extrinsic satisfaction?

3.   What is the Literacy and Numeracy skills of Key Stage 2 pupils?

4.   Is there a significant relationship between the ff:

    4.1. Managerial competence and Work Satisfaction of Teachers; and

4.2. Work Satisfaction of teachers and literacy and numeracy skills of key stage 2 pupils?

5.   What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho: There is no significant relationship between the ff:

1. Managerial competence and Work Satisfaction of Teachers; and

2. Work Satisfaction of teachers and literacy and numeracy skills of key stage 2 pupils?

II.   METHODOLOGY

Design. A descriptive-correlational design was used in this study to investigate the relationship between School Head's managerial competence in relation to the level of work satisfaction of teachers and literacy and numeracy skills of the key stage 2 pupils. Aside from the questionnaires to be given to both School Head and Teachers, data mining employed in gathering of data of the key stage 2 learners through conducting reading and numeracy test. The researcher believed that the design is right and fitting to push through with this study on managerial competence of School Heads in relation to the teachers level of work satisfaction and literacy and numeracy skills of the key stage 2 learners 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 School Head's managerial competence in relation to the level of work satisfaction of teachers and literacy and numeracy skills of the key stage 2 learners. The main local of the study is in Lorenzo Y. Palou Elementary School is one of the schools in the division of Ormoc City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 1 School Head, 7 Teachers, and 190 Key stage 2 learners to assess the School Head's managerial competence in relation to the level of work satisfaction of teachers and literacy and numeracy skills of the key stage 2 learners. The information for the analysis was gathered using four (4) distinct survey instruments: one to gauge the School head's managerial competence. Another tool used during the conduct of this research was the level of work satisfaction survey and another to gauge performance of learners were the Phil-IRI and ERUNT standardized tool respectively. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling. There were 198 total number respondents who are included in the study. The respondents of the study were the 1 School Head, 7 teachers, and 190 key stage 2 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 managerial competence of School heads, level of work satisfaction of the teachers and literacy and numeracy skills of key stage 2 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 Ormoc City Division 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 Ormoc City District 2 in the Division of Ormoc for her awareness.

The researcher distributed the researcher survey questionnaires of the School Head 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 School Head's managerial competence in relation to the level of work satisfaction of teachers and literacy and numeracy skills of the key stage 2 learners. The approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Ormoc City Division 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 Instructional Supervisory 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 the School Head, Teachers, and pupils 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 extent of School Head's managerial competence in relation to the level of work satisfaction of teachers and literacy and numeracy skills of the key stage 2 learners

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between School Head's managerial competence in relation to the level of work satisfaction of teachers and literacy and numeracy skills of the key stage 2 learners.

III.   RESULTS AND DISCUSSION

TABLE I-A
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	4.00	Very High
2. Involving teachers in decision making for school improvement.	3.86	Very High
3. Ensuring teachers' and students' discipline	3.86	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	3.88	Very High
6. Appraising staff in order to improve their job performance	3.57	Very High
7. Providing incentives to students to improve academic performance	3.85	Very High
8. Orientating new staff and students on school activities and goals	3.66	Very High
9. Promoting teachers' welfare to increase their commitment to instructional tasks	3.71	Very High
10. Supervising teachers' and students in order to render professional guidance.	3.85	Very High
Grand Mean	**3.82**	**Very High**

Legend: 3.26- 4.00 – Very High
2.51-3.25 – High
1.76- 2.50- Low
1.00-1.75- Very Low

The results presented in Table I-A on the management competence of school heads in terms of Human Resource Management indicate a strong emphasis on effective leadership practices that significantly enhance the school environment. With a grand mean of 3.82, categorized as "Very High," it is evident that school heads are proficient in essential management competencies that foster a collaborative and supportive atmosphere. Each item within the table reflects a critical aspect of human resource management, highlighting the importance of delegating tasks, involving teachers in decision-making, and promoting professional development. These competencies are crucial for creating a motivated and accountable workforce, ultimately leading to improved educational outcomes.

One of the key findings is the high rating for the delegation of tasks to teachers (4.00) and the organization of seminars and workshops for their professional advancement (4.00). These results underscore the significance of empowering teachers by giving them responsibility and opportunities for growth. By delegating tasks, school heads not only enhance teachers' sense of ownership but also cultivate leadership skills among staff members.

Involving teachers in decision-making processes for school improvement (3.86) also emerges as a critical factor in human resource management. This practice not only acknowledges the expertise of teachers but also fosters a culture of collaboration and inclusivity. When teachers feel their voices are heard, they are more likely to be committed to implementing changes that benefit the school community. Research indicates that participative decision-making can lead to greater job satisfaction and lower turnover rates among teachers.

Another notable aspect is the emphasis on ensuring discipline among teachers and students (3.86) and providing incentives for both teachers (3.88) and students (3.85). This focus on discipline highlights the responsibility of school heads to maintain a conducive learning environment. By upholding standards of behavior, school leaders can create a setting where academic and social growth is prioritized. Furthermore, providing incentives serves to motivate both teachers and students, promoting a culture of achievement.

The commitment to promoting teachers' welfare (3.71) and orienting new staff and students (3.66) reflects an understanding of the need for a supportive school culture. By prioritizing the well-being of educators and ensuring that new members are well-informed about school goals and activities, school heads create an environment where all

stakeholders feel valued and engaged. This is crucial for building a cohesive school community that is focused on achieving common objectives.

The results in table 1 implied that the critical role of human resource management competencies among school heads in fostering a positive educational environment. The high ratings across various management practices indicate that effective leadership can significantly influence teacher performance and student outcomes. By focusing on delegation, involvement in decision-making, professional development, and welfare promotion, school heads can create a culture of collaboration and commitment that ultimately enhances the overall effectiveness of the school.

TABLE I-B
MANAGEMENT COMPETENCE OF SCHOOL HEADS IN TERMS OF MATERIAL RESOURCE MANAGEMENT

Material Resource Management	Weighted Mean	Interpretation
1. Procurement of physical and instructional materials for teaching and learning	3.85	Very High
2.Ensuring regular school cleanup for conducive leaning environment	3.85	Very High
3.Enforcing punishment on teachers and students' who vandalizes school facilities	3.00	High
4. Maintaining instructional materials for instructional improvement	3.71	Very High
5. Proving e-library facilities to aid teachers' and students' research	2.42	Low
6. Equipping classrooms and offices with needed furniture	3.00	High
7. Inculcating maintenance culture in school through proper orientation of staff and students'	3.85	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.	3.85	Very High
10. Sources materials for the improvement of teaching-learning and physical aspects of the school.	3.85	Very High
Grand Mean	**3.54**	**Very High**

Legend: 3.26- 4.00 – Very High

2.51-3.25 – High

1.76- 2.50- Low

1.00-1.75- Very Low

The results in Table I-B concerning the management competence of school heads in terms of Material Resource Management reveal a strong emphasis on effective practices that contribute to a conducive learning environment. With a grand mean of 3.54, categorized as "Very High," the data suggest that school heads are proficient in managing

various material resources essential for enhancing educational outcomes. The high ratings across several items indicate that school leaders prioritize the procurement, maintenance, and utilization of resources, which are critical components for supporting both teaching and learning.

One notable finding is the high rating for the procurement of physical and instructional materials for teaching and learning (3.85). This suggests that school heads are not only aware of the importance of having the right materials available but are also taking proactive steps to ensure that these resources are provided. Therefore, effective procurement strategies can significantly enhance the teaching and learning process, ensuring that educators have the necessary tools to deliver high-quality instruction.

Ensuring regular school cleanup for a conducive learning environment (3.85) further highlights the commitment of school heads to maintaining a positive school atmosphere. A clean and organized environment is essential for promoting student well-being and learning. This focus on cleanliness and organization illustrates that school heads understand the broader implications of environmental factors on educational success.

Another key aspect is the emphasis on inculcating a maintenance culture in the school through proper orientation of staff and students (3.85). This indicates that school heads are actively promoting the importance of caring for school facilities among all stakeholders. A strong maintenance culture not only prolongs the life of school resources but also fosters a sense of pride and ownership among students and staff.

However, the lower rating for providing e-library facilities to aid teachers' and students' research (2.42) raises concerns about the availability of modern educational resources. This gap suggests that while school heads are proficient in managing physical resources, there is a need to prioritize digital resources that are increasingly essential in today's educational landscape. As technology continues to evolve, access to e-library facilities can significantly enhance research capabilities and learning experiences for both teachers and students.

The results from Table I-B implied that school heads who exhibit a strong competence in managing material resources show evidenced by high ratings in various areas of resource management. The focus on procurement, maintenance, and creating a conducive learning environment underscores the critical role of effective material resource management in enhancing educational outcomes. However, the need for improved access to digital resources like e-libraries highlights an area for growth.

TABLE I-C
MANAGEMENT COMPETENCE OF SCHOOL HEADS IN TERMS OF
FINANCIAL RESOURCE MANAGEMENT

Financial Resource Management	Weighted Mean	Interpretation
1. Prioritizing financial allocation according to school needs	4.00	Very High
2. Joint preparation of school budgets with teachers and PTA.	3.71	Very High
3. Keeping accurate financial information of the school.	4.00	Very High
4. Ensuring accountability in all school expenditures.	3.71	Very High
5. Generating funds for school improvement	3.71	Very High

6. Carrying out monthly audit of school budget.	3.42	Very High
7. Adopting cost saving strategies.	4.00	Very High
8. Possess transparency of school funds including that of the school MOOE funds.	3.71	Very High
9. Responsible in the preparation of liquidation reports.	3.71	Very High
10. Maximum utilization of school funds.	3.71	Very High
Grand Mean	**3.77**	**Very High**

Legend: 3.26- 4.00 – Very High
2.51-3.25 – High
1.76- 2.50- Low
1.00-1.75- Very Low

The results presented in Table I-C regarding the management competence of school heads in terms of Financial Resource Management indicate a robust understanding and execution of financial practices that are essential for the effective functioning of schools. With a grand mean of 3.77, classified as "Very High," these findings reveal that school heads are proficient in managing financial resources in ways that align with the needs of their schools. This competence is critical as effective financial management directly impacts the quality of education and the overall learning environment provided to students.

One of the standout results is the high rating for prioritizing financial allocation according to school needs (4.00). This demonstrates that school heads are actively engaged in identifying and addressing the specific financial requirements of their institutions. By aligning financial resources with actual needs, school leaders can ensure that funding is directed towards initiatives that enhance student learning and teacher effectiveness.

The joint preparation of school budgets with teachers and the Parent-Teacher Association (PTA) (3.71) further highlights the collaborative approach that school heads are taking in financial management. Involving teachers and parents in the budgeting process not only enhances transparency but also fosters a sense of ownership and accountability among all stakeholders. Collaborative budgeting practices are shown to contribute to more effective resource allocation and increased satisfaction among those involved, ultimately leading to improved educational practices (Sharma, 2014). This engagement reinforces the idea that financial decision-making should be a shared responsibility, enhancing the overall commitment to school improvement.

Keeping accurate financial information of the school (4.00) and ensuring accountability in all expenditures (3.71) are also critical competencies reflected in the results. Accurate financial record-keeping is essential for effective management and planning, as it provides school heads with the data necessary to make informed decisions. Additionally, accountability in financial dealings fosters trust among stakeholders, which is vital for maintaining strong relationships within the school community. Thus, school heads who prioritize these aspects are likely to cultivate a more positive and trustful school environment.

Another important finding is the emphasis on generating funds for school improvement (3.71) and adopting cost-saving strategies (4.00). The ability to secure additional funding through grants, partnerships, and fundraising efforts is essential for supplementing limited budgets. Furthermore, implementing cost-saving strategies allows schools to make the most of available resources. Therefore, these competencies are vital for long-term sustainability and growth in educational settings.

The results from Table I-C implied that that school heads possess a high level of competence in financial resource management have a strong practice in prioritization, collaboration, accountability, and fund generation. The emphasis on accurate financial information and joint budgeting processes reflects a commitment to transparency and stakeholder engagement, which are essential for fostering trust within the school community. As supported by the literature, effective financial management practices not only enhance operational efficiency but also positively influence educational outcomes.

TABLE 2
WORK SATISFACTION OF TEACHERS

A.	Intrinsic Motivators	Weighted Mean	Interpretation
1	The feeling of self-esteem or self-respect you get from being in your job	4.57	Very High
2	The opportunity for personal growth development in your job	4.85	Very High
3	The feeling of worthwhile accomplishment in your job	4.42	Very High
4	Your present job when you consider the expectations you had when you took the job	4.00	High
B	**Extrinsic Motivators**		
5	The amount of respect and fair treatment you receive from your supervisors	4.71	Very High
6	The feeling of being informed in your job	4.87	Very High
7	The amount of supervision you receive	4.85	Very High
8	The opportunity for participation in the determination of methods, procedures, and goals	4.42	Very High
	AVERAGE	**4.64**	**Very High**

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

The results from Table II on the work satisfaction of teachers highlight both intrinsic and extrinsic motivators that contribute to a high level of job satisfaction, with an average weighted mean of 4.64, categorized as "Very High." This strong level of satisfaction underscores the importance of various motivational factors in the teaching profession. Teachers reported particularly high satisfaction in areas related to personal growth, respect from supervisors, and effective communication, which collectively foster a positive work environment. Such findings are critical for understanding how different motivators impact teacher retention and performance.

A key finding is the exceptionally high rating for the opportunity for personal growth and development in one's job (4.85). This suggests that teachers highly value opportunities for professional development and self-improvement.

Engaging in continuous learning not only enhances teaching practices but also contributes to a sense of personal fulfillment

The intrinsic motivators, particularly the feeling of self-esteem or self-respect from being in the job (4.57) and the feeling of worthwhile accomplishment (4.42), further illustrate the emotional and psychological dimensions of work satisfaction. When teachers feel respected and valued for their contributions, it significantly boosts their morale and motivation. The school administrators should cultivate a supportive culture that recognizes and celebrates teachers' achievements, thereby enhancing their overall job satisfaction and performance.

Extrinsic motivators also play a substantial role in teacher satisfaction, as evidenced by high ratings for respect and fair treatment from supervisors (4.71) and feeling informed about job-related matters (4.87). These findings suggest that effective leadership and communication are vital for teacher morale. When teachers perceive that they are treated fairly and kept in the loop regarding school policies and decisions, it fosters a collaborative atmosphere that enhances their engagement. Consequently, school heads should prioritize creating open lines of communication and actively involve teachers in decision-making processes.

The opportunity for participation in determining methods, procedures, and goals (4.42) further reinforces the importance of collaborative practices in schools. When teachers are included in shaping the educational environment, they feel a greater sense of ownership and accountability for their work. This participatory approach not only enhances job satisfaction but also leads to more innovative and effective teaching practices.

The results from Table 2 implied that both intrinsic and extrinsic motivators significantly contribute to high levels of teacher satisfaction. The findings highlight the need for school administrators to focus on creating an environment that supports professional growth, fosters respect, and encourages collaboration. By prioritizing these factors, schools can enhance teacher retention and effectiveness, ultimately leading to improved student outcomes.

TABLE 3

LITERACY RATE OF LEARNERS

Rate	Description	Frequency	Percentage
5-6	Independent	137	72
4	Instructional	51	27
1-3	Frustration	2	1
Total		**190**	**100**

The results presented in Table 3 on the literacy rates of learners reveal a predominantly high level of literacy among students, with 72% categorized as independent readers. This finding indicates that a significant majority of learners possess the skills necessary to read and comprehend texts effectively on their own. The ability to read independently is a crucial milestone in literacy development, as it not only empowers students academically but also fosters a lifelong love for reading. Given the critical importance of literacy in education, these results suggest that instructional strategies implemented in the classroom are effectively equipping students with the necessary skills to thrive.

The instructional category, comprising 27% of the learners, reflects a group of students who can read with support but may still need additional guidance to achieve complete independence. This finding highlights the importance of targeted interventions and differentiated instruction to help these students progress. The relatively small

percentage of learners identified as being in the frustration category (1%) indicates that the majority of students are successfully navigating their literacy journey, but it also emphasizes the need to provide adequate support for those who are struggling.

The data suggests that the literacy instruction methods employed in the schools are effective, particularly for the independent readers. This success may be attributed to effective teaching strategies that engage students and promote active learning. The high rate of independent readers indicates that teachers are likely implementing these strategies effectively, leading to improved student outcomes. This finding encourages educators to continue employing evidence-based practices that support literacy development.

Additionally, the substantial percentage of independent readers has broader implications for student achievement and overall academic performance. Literacy is foundational to success across all subject areas, and students who can read independently are better equipped to access and engage with complex materials in various disciplines. As such, the results highlight the importance of sustaining and expanding literacy programs that contribute to strong reading skills, as they serve as a foundation for comprehensive educational success.

The literacy rate results implied that a strong overall performance among learners, with a significant majority classified as independent readers. This positive outcome points to the effectiveness of current instructional methods and underscores the importance of continued support for those requiring additional assistance. By focusing on maintaining high standards in literacy education and providing targeted interventions for struggling learners, schools can ensure that all students develop the essential reading skills necessary for academic success.

TABLE 4

NUMERACY RATE OF LEARNERS

Rate	Description	Frequency	Percentage
18-20	Highly Proficient	101	53
15-17	Proficient	67	35
10-14	Nearly Proficient	22	12
5-9	Low Proficient	0	0
1-4	Non Proficient	0	0
Total		**190**	**100**

The numeracy rate of learners presented in Table 4 reveals a clear distribution of proficiency levels among the participants. A significant portion of the learners, 53%, falls within the "Highly Proficient" category, with scores ranging from 18 to 20. This suggests that over half of the learners possess strong numeracy skills, which is encouraging for educational stakeholders. Furthermore, 35% of the learners are categorized as "Proficient," with scores between 15 and 17, indicating a solid understanding of numeracy concepts. The combined percentage of proficient and highly proficient learners is 88%, which underscores a generally positive trend in numeracy skills within this group.

On the other end of the proficiency spectrum, the "Nearly Proficient" category accounts for 12% of learners, scoring between 10 and 14. While this percentage indicates some learners may require additional support, it is not alarming in the context of the overall results. The absence of learners in the "Low Proficient" and "Non Proficient" categories suggests that most students have a foundational understanding of numeracy, which is crucial for their

academic success. This distribution highlights the effectiveness of current instructional strategies, as they appear to cater to a majority of learners successfully.

The results in table 4 implied that with a high percentage of learners demonstrating proficiency in numeracy, schools may be encouraged to maintain or even expand their current instructional methods. This could include continuing to foster environments that emphasize critical thinking and problem-solving skills in mathematics. Additionally, the data suggest that interventions could be tailored primarily for the 12% of learners classified as "Nearly Proficient," allowing for targeted support without overhauling existing curricula for the majority. Furthermore, these findings can be linked to recent research that emphasizes the importance of early numeracy skills as a predictor of future academic achievement.

TABLE 5

TEST OF RELATIONSHIP

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Managerial Competence and Work Satisfaction	0.85	3.241	0.664	Reject Ho	Significant Relationship (Very Strong)
Work Satisfaction and Literacy	0.83	4.673	1.992	Reject Ho	Significant Relationship (Strong)
Work Satisfaction and Numeracy	0.78	3.896	1.992	Reject Ho	Significant Relationship (Strong)

The results presented in Table 5 provide compelling evidence of significant relationships between managerial competence, work satisfaction, and both literacy and numeracy among learners. The computed correlation coefficient of 0.85 between managerial competence and work satisfaction indicates a very strong relationship, suggesting that higher levels of managerial competence are closely linked to increased work satisfaction among employees. This strong correlation implies that effective management practices, including supportive leadership and skillful decision-making, play a crucial role in enhancing employee morale and job satisfaction. Such findings resonate with the perspective that competent managers create a positive work environment that fosters engagement and productivity.

In addition to managerial competence, the results also highlight a significant correlation of 0.83 between work satisfaction and literacy levels, indicating a strong relationship. This suggests that employees who possess higher literacy skills are more likely to experience greater job satisfaction. The ability to understand and effectively engage with workplace communications can lead to a more fulfilling work experience. Literacy not only empowers employees to perform their tasks more effectively but also enhances their ability to contribute to team dynamics and organizational goals, thereby further boosting job satisfaction.

The relationship between work satisfaction and numeracy is also noteworthy, with a correlation coefficient of 0.78, signifying a strong relationship. This indicates that employees with better numeracy skills tend to report higher levels of satisfaction in their work. Numeracy skills are increasingly vital in various roles, particularly in data analysis, budgeting, and decision-making. The ability to comprehend numerical information and apply it effectively can lead to

greater confidence in one's work and a more satisfying experience overall. These findings underline the importance of investing in numeracy training as part of employee development programs to enhance work satisfaction.

The results in table 5 implied that school may need to focus on developing managerial competencies to foster a supportive and engaging work environment. This can be achieved through targeted training programs for managers that emphasize communication, leadership, and employee engagement strategies. Effective managerial practices not only boost employee satisfaction but also positively impact organizational performance. Hence, investing in managerial training could yield significant returns in terms of employee morale and productivity. Moreover, the strong correlations between work satisfaction and both literacy and numeracy suggest that organizations should prioritize skill development initiatives. By offering literacy and numeracy training, employers can enhance employees' capabilities and job satisfaction. This could lead to improved overall organizational performance as satisfied employees are often more productive and engaged in their roles.

The overall results from Table 5 reveal significant relationships between managerial competence, work satisfaction, and literacy and numeracy skills. The very strong correlation between managerial competence and work satisfaction, along with the strong correlations observed with literacy and numeracy, suggests that enhancing these areas could lead to greater employee satisfaction and productivity.

IV.   CONCLUSIONS

Based from the findings of the study, The results show a strong correlation between literacy and numeracy performance of the key stage 2 learners, work satisfaction of teachers, and managerial ability of school heads, which amply supports the rejection of the null hypothesis. Effective leadership is crucial in creating a positive work environment, as evidenced by the close relationship between better levels of management competence and increased work satisfaction. The survey also shows that improved teachers' work satisfaction is a result of both reading and numeracy abilities, highlighting the necessity for actions to give both areas top priority when it comes to training and development. Organizations can greatly increase employee engagement, morale, and productivity by funding managerial training and skill-development programs, which will ultimately improve overall performance.

V.   RECOMMENDATIONS

1.   The Instructional Supervisory plan should be implemented to all school heads that could improve the performance of teachers and learners.

2.   Opportunities for professional development that emphasize teaching both literacy and numeracy should be aggressively pursued by educators. Teachers can share resources and best practices in a supportive setting by working together with colleagues in study groups or through mentoring.

3.   School administrators should put a high priority on improving their managerial skills by taking part in leadership development courses that stress teamwork, instructional leadership, and effective communication. They can establish an atmosphere that encourages professional development and raises teacher satisfaction by encouraging a collaborative school culture and being receptive to input from educators.

4.   Regular training sessions and workshops on good management techniques and methods to raise teacher morale should be led by the PSDS for school administrators. The PSDS can guarantee that managerial competences are improved across the district by offering tools and assistance to school administrators.

5.   In order to make sure that literacy and numeracy programs in schools are in line with best practices and successfully address the requirements of Key Stage 2 students, EPS should keep an eye on and assess them. Academic performance can be improved by giving schools that struggle with literacy and numeracy focused attention and resources.

6.   Parents play a crucial role in supporting their children's literacy and numeracy development. They should be encouraged to engage in their children's learning by providing a conducive home environment for study, facilitating reading activities, and incorporating numeracy into everyday life.

7.   The Chief Education Supervisor ought to support laws that give school administrators' and teachers' professional growth top priority, stressing the value of managerial skill and how it affects student learning.

8.   Future researcher should examine how managerial competency affects student results and teacher satisfaction over time in a variety of educational contexts. Further understanding of good school leadership may be gained by examining the particular aspects of managerial practices that have the most effects on these factors.

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