
SCHOOL HEAD'S MANAGEMENT COMPETENCE AND PERFORMANCE OF TEACHERS IN SELECTED ELEMENTARY SCHOOLS IN MAHAPLAG DISTRICT

APPLE JOY BULILAN RIOS

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

applejoy.rios@deped.gov.ph

ABSTRACT

This study was conducted to determine the School Heads' and Management Competence and Performance of Teachers in selected Elementary Schools in Mahaplag District. The findings of the study will be the bases for the proposed instructional Supervisory Plan. A descriptive-correlational design was used in this study to investigate the relationship between the school heads management competence in relation to the Teachers' performance based on the Classroom Observation Tool (COT) results. Standardized questionnaires in relation to the management competence for School Heads was given to Teachers, data mining was also employed in gathering of data (COT). The test of relationship between various aspects of management competence—specifically human resource management, material resource management, and financial resource management—and their correlation with the performance of the community of teachers (COT). The findings indicate strong positive correlations across all three management areas, with correlation coefficients. Each of these correlations is statistically significant, as evidenced by computed t-values that exceed the critical table value at the 0.05 significance level. The correlation between human resource management and COT performance suggests that effective management of human resources, such as teacher recruitment, professional development, and support, is closely linked to teacher performance and effectiveness. This finding is supported by literature emphasizing the importance of strong leadership in developing a positive school culture and enhancing instructional practices. Additionally, the strong correlation between material resource management and COT performance highlights that the availability and maintenance of teaching materials significantly influence teachers' ability to deliver quality education. When schools effectively manage their instructional resources, teachers are better equipped to implement engaging and effective teaching strategies. Lastly, the relationship between financial resource management and COT performance underscores the critical role that financial oversight plays in supporting teaching and learning. Proper allocation and management of financial resources ensure that schools can provide necessary materials, professional development, and support systems for teachers, which ultimately enhance overall performance. The strong correlations identified in this study imply that effective management practices across human, material, and financial resources are essential for optimizing teacher performance. Schools should prioritize the professional development of school leaders in these areas to enhance their competency in resource management. By investing in training that focuses on strategic resource allocation, schools can create environments that support teachers and promote high-quality instruction. Additionally, the findings indicate that school administrators must ensure that all management resources are effectively utilized to bolster teacher performance. This could involve creating collaborative platforms for teachers to share resources and best practices, as well as fostering an environment that encourages open communication about resource needs and challenges. Ultimately, prioritizing

comprehensive management strategies will not only improve teacher performance but also lead to better educational outcomes for students.

Keywords — Management Competence

Performance

Teachers

I. INTRODUCTION

The management competence of school heads plays a crucial role in shaping the overall performance and environment of elementary schools in Mahaplag District, or any district for that matter. A supportive and visionary management approach tends to foster a positive atmosphere where teachers feel valued and motivated. Conversely, overly strict or disengaged management can lead to demotivation and a lack of morale among educators.

Effective school heads often demonstrate strong leadership qualities such as clear communication, strategic planning, and the ability to inspire both teachers and learners. They create an environment that encourages professional development, collaboration among staff, and a focus on student success. By setting clear goals and providing necessary resources, they empower teachers to perform at their best and contribute meaningfully to the school's mission.

On the other hand, ineffective management competence may manifest in micromanagement, inconsistent policies, or a lack of support for teachers' needs. This can result in frustration, burnout, and decreased job satisfaction among educators. In Mahaplag District, as in many places, the performance of teachers can be significantly influenced by the managerial practices of school heads. When teachers feel respected and supported, they are more likely to be engaged in their work, innovate in their teaching methods, and create a positive learning environment for learners.

Furthermore, the performance of teachers in elementary schools is also influenced by external factors such as community support, resources available, and socio-economic conditions of the learners they serve. Effective school management recognizes these factors and works proactively to address challenges and leverage opportunities for improvement. By fostering a culture of continuous learning and growth, school heads can enhance the overall quality of education in Mahaplag District, ensuring that every child receives the best possible learning experience.

A school head plays a pivotal role in shaping the educational environment and fostering a conducive atmosphere for both students and educators. Beyond being knowledgeable about their job description, a competent school head possesses a profound understanding of educational leadership. This involves not only administrative prowess but also a visionary outlook that guides the school towards academic excellence and holistic development. Their friendly personality fosters open communication and trust, essential for a collaborative and supportive school culture where everyone feels valued.

Ultimately, the performance of teachers in elementary schools is intertwined with the leadership provided by school heads. By adopting a servant leadership approach and prioritizing the well-being and professional growth of their staff, school heads can cultivate a positive organizational culture that benefits both teachers and learners. In Mahaplag District, effective school management is not just about administrative tasks but also about inspiring a shared vision of academic excellence and nurturing the next generation of learners.

When considering the challenges surrounding school heads' management competence and the performance of teachers in chosen elementary schools within Mahaplag District, several crucial issues emerge. One significant challenge lies in the variability of management approaches among school heads. While some demonstrate effective leadership through empowerment and support, others may struggle with inconsistency, lack of communication, or an inability to adapt to changing educational needs. Another common issue is the disparity in resource allocation and support systems

across different schools within the district. Schools with limited resources or inadequate infrastructure may face greater challenges in maintaining teacher morale and delivering quality education. This disparity can exacerbate inequalities in educational outcomes, affecting learners' academic achievement and overall well-being. Furthermore, the socio-economic background of learners in Mahaplag District can significantly impact the performance of teachers. Schools serving disadvantaged communities may require additional support and specialized resources to address socio-emotional needs, language barriers, or learning disabilities among students. Effective school heads must navigate these complexities by advocating for equitable resource allocation and implementing targeted interventions to support both teachers and students. Addressing these challenges requires proactive leadership, strategic planning, and collaborative efforts among stakeholders in Mahaplag District. By prioritizing effective management practices, equitable resource distribution, and professional development opportunities, school heads can enhance teacher performance and ultimately improve educational outcomes for all students in the district. In some elementary schools within Mahaplag District, a notable challenge arises from school heads who exhibit inadequate skills in financial management, particularly in handling the Maintenance and Other Operating Expenses (MOOE). This lack of proficiency can lead to questionable liquidation practices, potentially raising concerns about transparency and accountability in school finances. Such situations not only affect the school's operational efficiency but also erode trust among stakeholders, including teachers and the community.

Moreover, strained relationships between school heads and teachers often stem from issues related to MOOE allocation and misunderstandings in its utilization. When school heads struggle with financial management or fail to communicate effectively about budgetary decisions, it can create tensions and perceptions of favoritism or unfairness among staff members. This dynamic can undermine collaboration and morale within the school, hindering efforts to create a harmonious and productive learning environment for students.

Thus, this is one of the reasons why the researcher is trying to pursue his study in finding new ways and means to help teachers improve their skills and be satisfied with their chosen career as well as the performance of the learners will be improved.

This study was conducted to determine the School Heads' Management Competence and Performance of Teachers in selected Elementary Schools in Mahaplag District. 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 School Head's Management competence in terms of:
 - 1.1. Human Resource Management;
 - 1.2. Material Resource management; and
 - 1.3. Financial Resource Management?
2. What is the performance level of the selected Elementary Teachers based on Classroom Observation Tool (COT)?
3. Is there a significant relationship between the School Head's Management Competence and Teachers Performance based on Classroom Observation Tool (COT)?
4. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant relationship between the School Head's Management Competence and Teachers Performance based on Classroom Observation Tool (COT).

II. METHODOLOGY

Design. A descriptive-correlational design was used in this study to investigate the relationship between the School heads Management competence in relation to the Teachers' performance based on the Classroom Observation Tool (COT) results. Standardized questionnaires in relation to the management competence for School Heads were given to Teachers, data mining was also employed in gathering of data (COT). The selected schools in Mahaplag District are the main local of the study. The respondents of the study were the School Heads, Selected Elementary School Teachers in Mahaplag District in the Schools Division of Leyte. This presents the results of the study on the Management Competence of School Heads in terms of Human Resource Management, Management Competence of School Heads in terms of Material Resource Management, Management Competence of School Heads in terms of Financial Resource Management, Performance Rating for the Proficient teachers and test of relationship of the aforementioned variables. The basis for assigning the group was random sampling. This study was conducted to determine the School Heads' Management Competence and Performance of Teachers in selected Elementary Schools in Mahaplag District. The findings of the study were the bases for the proposed Enhancement Plan.

The statistical data were presented in tables showing the results of the from School Heads Management Competence And Performance Of Teachers including the test of relationship on the aforementioned variables. Showcases how the problem were statistically treated using Pearson Correlation Coefficient in order to find out whether the hypothesis will be rejected or accepted at a specific level of significance.

Sampling. There were 35 total number respondents who are included in the study. The respondents of the were the 5 School Head, 30 teachers 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 performance of the teachers. 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 Leyte 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 Mahaplag District in the Division of Leyte for his awareness.

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

The results were analyzed and interpreted in order to find out if there were significant relationship between the investigate the relationship between the School heads Management Competence in relation to the Teachers' performance based on the Classroom Observation Tool (COT) results. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte 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 were 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 Head Teachers and teachers was 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 Managerial Competence of School Head in relation to the Performance of the selected Elementary Teachers

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Managerial Competence of School Head in relation to the Performance of the selected Elementary Teachers.

III. RESULTS AND DISCUSSION

TABLE 1-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	3.83	Very High
2. Involving teachers in decision making for school improvement.	3.90	Very High
3. Ensuring teachers' and students' discipline	3.73	Very High
4. Organizing seminars and workshops for professional advancement of teachers	3.83	Very High
5. Providing incentives for teachers to increase their motivation to work	3.63	Very High
6. Appraising staff in order to improve their job performance	3.83	Very High
7. Providing incentives to students to improve academic performance	3.50	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	3.67	Very High
10. Supervising teachers' and students in order to render professional guidance.	3.67	Very High
Grand Mean	3.73	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

Table I-A presents the assessment of school heads' management competence in the area of Human Resource Management (HRM). The findings indicate a "Very High" level of competence across all evaluated indicators, with a grand mean of 3.73. This demonstrates that school heads are effectively engaging in various HRM practices that contribute to a positive school environment and enhance the overall functioning of the institution.

The delegation of tasks to teachers, with a weighted mean of 3.83, suggests that school heads are empowering teachers by providing them with responsibilities. This not only fosters a sense of ownership among staff but also enhances their professional growth.

The high score of 3.90 for involving teachers in decision-making processes signifies that school heads recognize the importance of collaborative governance. According to Liu et al. (2016), inclusive decision-making can improve teacher morale and lead to better educational outcomes.

The weighted mean of 3.73 for ensuring discipline among teachers and students indicates that school heads are actively maintaining a structured environment conducive to learning.

The provision of seminars and workshops, with a mean of 3.83, underscores the commitment of school heads to continuous professional advancement for teachers. The scores reflect that providing incentives for both teachers (3.63) and students (3.50) is prioritized to boost motivation and academic performance. The means for appraising staff (3.83) and orienting new members (3.66) indicate a systematic approach to HRM that seeks to enhance performance and ensure alignment with school goals. The indicators regarding promoting teachers' welfare (3.67) and supervising for professional guidance (3.67) highlight the supportive role of school heads in enhancing teacher commitment and instructional quality.

The results it implies that effective human resource management by school heads is a pivotal factor in fostering a positive educational environment. The high scores across various HRM practices imply that when school leaders are competent in managing human resources, they can significantly influence teacher performance, student discipline, and overall school improvement. Consequently, it is essential for educational institutions to prioritize the professional development of school heads in HRM practices, enabling them to adopt strategies that further enhance collaboration, motivation, and support within the school community.

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

Financial Resource Management	Weighted Mean	Interpretation
1. Procurement of physical and instructional materials for teaching and learning	3.76	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	3.30	Very High
4. Maintaining instructional materials for instructional improvement	3.56	Very High

5. Proving e-library facilities to aid teachers' and students' research	3.36	Very High
6. Equipping classrooms and offices with needed furniture	3.46	Very High
7. Inculcating maintenance culture in school through proper orientation of staff and students'	3.73	Very High
8. Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school.	3.73	Very High
9. Spearhead in the maintenance and beautification of the school.	3.73	Very High
10. Sources materials for the improvement of teaching-learning and physical aspects of the school.	3.86	Very High
Grand Mean	3.63	Very High

Legend: 4.21- 5.00 – Outstanding
 3.41- 4.20 – Very Satisfactory
 2.61-3.40 - Satisfactory
 1.81- 2.60- Fairly Satisfactory
 1.00-1.80- Needs Improvement

Table I-B presents the management competence of school heads in terms of material resource management, revealing a consistently high level of performance across various indicators. The grand mean of 3.63 indicates that school heads are perceived to exhibit very high competence in managing financial resources related to material needs within their institutions. Notably, the highest weighted mean of 3.86 for "sourcing materials for the improvement of teaching-learning and physical aspects of the school" emphasizes the proactive approach taken by school leaders to ensure that both instructional and physical resources are adequately provided.

The data shows that school heads are effective in the procurement of instructional materials, maintaining a conducive learning environment, and enforcing discipline regarding school property. The results also indicate that efforts to provide e-library facilities and appropriate classroom furniture are recognized as very high, which is essential for modern educational practices. This suggests that school leaders are not only focused on immediate material needs but also on the long-term sustainability and enhancement of the learning environment.

Furthermore, the findings highlight the importance of inculcating a maintenance culture within schools. By emphasizing proper orientation of staff and students regarding the upkeep of facilities, school heads are fostering a sense of responsibility and ownership among all stakeholders. This is critical for ensuring that resources are not only available but are also maintained for continued use.

The results imply that effective material resource management is a cornerstone of successful educational leadership. School heads who excel in this area are likely to create a more supportive and efficient learning environment, which can directly influence student achievement and overall school performance. The positive correlation between resource management and educational outcomes underscores the necessity for school leaders to prioritize strategic planning and execution in this domain.

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	3.80	Very High
2. Joint preparation of school budgets with teachers and PTA.	3.73	Very High
3. Keeping accurate financial information of the school.	3.80	Very High
4. Ensuring accountability in all school expenditures.	3.80	Very High
5. Generating funds for school improvement	3.76	Very High
6. Carrying out monthly audit of school budget.	3.73	Very High
7. Adopting cost saving strategies.	3.73	Very High
8. Possess transparency of school funds including that of the school MOOE funds.	3.89	Very High
9. Responsible in the preparation of liquidation reports.	3.89	Very High
10. Maximum utilization of school funds.	3.89	Very High
Grand Mean	3.80	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

Table I-C illustrates the management competence of school heads in terms of financial resource management, with a grand mean of 3.80, indicating a very high level of effectiveness in this critical area. The data reveals that school heads are adept at prioritizing financial allocations based on school needs, maintaining accurate financial records, and ensuring accountability in all expenditures. Specifically, the highest weighted means of 3.89 for both "possessing transparency of school funds" and "responsible preparation of liquidation reports" suggest that school leaders are committed to ethical financial practices and transparency, which are essential for fostering trust within the school community.

Furthermore, the joint preparation of school budgets with teachers and the Parent-Teacher Association (PTA) reflects an inclusive approach to financial planning. This collaboration not only enhances the relevance of budget allocations but also promotes shared ownership of school financial decisions, which can lead to increased stakeholder engagement. The practice of generating funds for school improvement, along with the implementation of cost-saving strategies, underscores the proactive financial management skills of school heads, ensuring that resources are optimally utilized for enhancing educational quality.

The consistent emphasis on accountability, including monthly audits and the maximum utilization of school funds, indicates that school heads are not only focused on immediate financial management but also on long-term sustainability and ethical stewardship of school resources. Such practices contribute to a stable financial environment conducive to

educational growth.

The findings imply that effective financial resource management by school heads is pivotal for ensuring that schools operate efficiently and sustainably. High competence in this area not only facilitates the smooth functioning of school operations but also enhances the overall educational experience for students. The ability of school leaders to manage finances transparently and accountably fosters a culture of trust and collaboration, which is essential for effective school governance.

TABLE II-A
PERFORMANCE RATING FOR THE PROFICIENT TEACHERS

A.	Performance Indicators	Weighted Mean	Interpretation
1	Applied knowledge and content within and across curriculum learning areas.	4.60	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.72	Outstanding
3	Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	4.60	Outstanding
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.76	Outstanding
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.56	Outstanding
6	Maintained learning environments that promote fairness, respect and care to encourage learning.	4.70	Outstanding
7	Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds"	4.40	Outstanding
8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups"	4.86	Outstanding
9	Used strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.60	Outstanding
	AVERAGE	4.64	Outstanding

Legend: 4.21- 5.00 – Outstanding
 3.41- 4.20 – Very Satisfactory
 2.61-3.40 - Satisfactory
 1.81- 2.60- Fairly Satisfactory
 1.00-1.80- Needs Improvement

Table II-A presents the performance ratings of proficient teachers across various indicators, revealing an overall average weighted mean of 4.64, which is classified as "Outstanding." This high rating reflects the exceptional competencies exhibited by teachers in key areas essential for effective teaching and learning.

Notably, the indicator with the highest mean score of 4.86 pertains to the adaptation and use of culturally

appropriate teaching strategies for learners from indigenous groups. This emphasizes the teachers' commitment to inclusivity and sensitivity toward diverse cultural backgrounds, crucial for fostering an equitable learning environment. Furthermore, the indicators related to employing a variety of teaching strategies (mean scores of 4.72 and 4.60) showcase teachers' abilities to enhance learner achievement in literacy and numeracy as well as to promote critical and creative thinking skills. Such adaptability is essential for addressing the varying needs of students and ensuring comprehensive educational development.

The proficiency in using multiple languages, as indicated by a score of 4.76 for the effective use of Mother Tongue, Filipino, and English, highlights the teachers' capability to engage students meaningfully and facilitate a deeper understanding of content. Additionally, the ratings related to establishing safe and secure learning environments (4.56) and maintaining an atmosphere of fairness and respect (4.70) further illustrate the teachers' commitment to fostering a positive and supportive learning culture. These aspects are critical as they significantly impact student motivation and engagement.

The results implies that proficient teachers play a pivotal role in creating enriching educational experiences. Their effective application of diverse teaching strategies and commitment to cultural responsiveness directly contribute to improved student outcomes in literacy and numeracy. The results further imply that schools should prioritize the continuous professional development of teachers to sustain and enhance these high standards. Investing in training that focuses on innovative teaching methods and culturally responsive pedagogy will not only bolster teacher effectiveness but also promote inclusivity and engagement among diverse student populations. Continuous professional development focused on effective, inclusive, and culturally responsive teaching strategies is essential for sustaining high performance and meeting the diverse needs of learners.

TABLE III
TEST OF RELATIONSHIP

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
HUMAN RESOURCE MANAGEMENT VS COT PERFORMANCE	0.82	4.651	1.224	Reject Ho	Significant Relationship (Strong)
MATERIAL RESOURCE MANAGEMENT VS COT PERFORMANCE	0.84	4.993	1.224	Reject Ho	Significant Relationship (Strong)
FINANCIAL RESOURCE MANAGEMENT VS COT PERFORMANCE	0.86	5.216	1.224	Reject Ho	Significant Relationship (Strong)

Table III presents the results of the test of relationship between various aspects of management competence—specifically human resource management, material resource management, and financial resource management—and their correlation with the performance of the community of teachers (COT).

The findings indicate strong positive correlations across all three management areas, with correlation coefficients (r) of 0.82, 0.84, and 0.86, respectively. Each of these correlations is statistically significant, as evidenced by computed t -values that exceed the critical table value at the 0.05 significance level.

The correlation between human resource management and COT performance ($r = 0.82$) suggests that effective management of human resources, such as teacher recruitment, professional development, and support, is closely linked to teacher performance and effectiveness. This finding is supported by literature emphasizing the importance of strong leadership in developing a positive school culture and enhancing instructional practices. Additionally, the strong correlation between material resource management and COT performance ($r = 0.84$) highlights that the availability and maintenance of teaching materials significantly influence teachers' ability to deliver quality education. When schools effectively manage their instructional resources, teachers are better equipped to implement engaging and effective teaching strategies.

Lastly, the relationship between financial resource management and COT performance ($r = 0.86$) underscores the critical role that financial oversight plays in supporting teaching and learning. Proper allocation and management of financial resources ensure that schools can provide necessary materials, professional development, and support systems for teachers, which ultimately enhance overall performance.

The strong correlations identified in this study imply that effective management practices across human, material, and financial resources are essential for optimizing teacher performance. Schools should prioritize the professional development of school leaders in these areas to enhance their competency in resource management. By investing in training that focuses on strategic resource allocation, schools can create environments that support teachers and promote high-quality instruction. Additionally, the findings indicate that school administrators must ensure that all management resources are effectively utilized to bolster teacher performance. This could involve creating collaborative platforms for teachers to share resources and best practices, as well as fostering an environment that encourages open communication about resource needs and challenges. Ultimately, prioritizing comprehensive management strategies will not only improve teacher performance but also lead to better educational outcomes for students.

IV. CONCLUSIONS

Based from the findings of the study, it reveal strong positive correlations between various aspects of management competence—specifically human resource management, material resource management, and financial resource management—and the performance of the community of teachers (COT). The results highlight how crucial efficient resource management is to raising teacher effectiveness. substantial leadership is essential for creating a positive school climate and promoting professional growth, as seen by the substantial correlation found between human resource management and teacher performance. Similarly, the relationship with financial resource management emphasizes the necessity of smart allocation to support instructional efforts, while the relationship with material resource management emphasizes how sufficient resources enable high-quality education. Schools may maximize teacher effectiveness and consequently improve student learning outcomes by investing in comprehensive management systems and encouraging teacher collaboration.

V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the performance of teachers.
2. Teachers should actively engage in professional development opportunities that enhance their understanding of effective resource management practices. By participating in workshops and training sessions focused on human, material, and financial resource management, teachers can better navigate the resources available to them.
3. School heads are encouraged to prioritize the development of their management competencies, particularly in human, material, and financial resource management. This can be achieved through targeted training programs that enhance their leadership skills and equip them with strategies to effectively allocate resources.
4. PSDS should provide continuous support and oversight to school heads in developing their management skills. This includes facilitating training sessions and workshops focused on best practices in resource management. Additionally, PSDS should encourage school heads to implement regular assessments of resource allocation and utilization, ensuring that schools are equipped to meet the needs of their teachers and students effectively.
5. EPS should advocate for and support the implementation of comprehensive resource management frameworks across schools. This can involve establishing guidelines for human, material, and financial resource allocation that promote transparency and accountability. Moreover, EPS should monitor the impact of resource management practices on teacher performance and student learning outcomes, using data to inform policy decisions and improve educational practices.
6. Future researchers should explore the long-term effects of effective resource management on teacher performance and student outcomes across diverse educational settings. Investigating the specific strategies employed by successful school leaders in managing resources could provide valuable insights.

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