

# Managerial Competence of School Heads, Performance of Teachers and Numeracy Skills of Key Stage 2 4-6 Learners

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**Abstract.** This study was conducted to determine the Managerial Competence of School Heads, Performance of Teachers and Numeracy Skills of Key Stage 2 4-6 Learners in selected schools of Villaba North District. The findings of the study were the bases for the proposed Instructional Supervisory Plan. Research Design. The proposed study on "Managerial Competence of School Heads, Performance of Teachers, and Numeracy Skills of Key Stage 2 4-6 Learners in selected schools of Villaba North District " employed a quasi-experimental research design. This design was particularly suitable for the study, where random assignment was not feasible due to ethical or practical constraints. By selecting schools that exhibited varying levels of managerial competence among their heads, the study assessed the impact of these competencies on teacher performance and student numeracy skills. This approach allowed for comparison between groups, facilitating insights into the effectiveness of leadership on educational outcomes. The test of relationship between various variables and the performance of Grade 4-6 learners, specifically in numeracy skills. The table includes correlations for different aspects of resource management (Human Resource Management, Material Resource Management, and Financial Resource Management) and their relationship with learners' performance. The fourth row focuses on the relationship between COT (Classroom Observation Tool) and learners' numeracy. The computed values and t-values are compared with the table value at a 0.05 significance level to determine whether there is a statistically significant relationship between the variables. Based from the results, it is evident that all variables have a significant relationship with learners' performance in numeracy. The correlation between Human Resource Management and performance is very strong, with a computed value of 0.80, well above the table value. Similarly, the relationship between Material Resource Management and performance is also very strong, with a correlation, indicating a highly significant impact. The Financial Resource Management's correlation with performance, which is classified as a strong relationship. The correlation between Classroom Observation Tool (COT) and learners' numeracy, a moderate yet significant relationship, suggesting that the teaching environment also plays a crucial role in influencing numeracy performance.

The results imply that the variables of resource management—whether human, material, or financial—have a substantial impact on learners' numeracy performance. The very strong relationships with Human and Material Resource Management indicate that well-managed resources, including trained personnel and learning materials, significantly enhance learners' performance. Furthermore, the strong relationship with Financial Resource Management suggests that the allocation of funds for educational resources is crucial for fostering effective numeracy instruction. While the relationship between COT and numeracy is moderate, it still highlights the importance of classroom management and teaching strategies in improving numeracy skills among Key Stage 2 4-6 learners.

**Keywords —** *Managerial Competence School Heads numeracy performance Key Stage 2 4-6 Learners*

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## I. INTRODUCTION

Managerial competencies are the skills of the School Heads to effectively employ the various abilities in the management of teachers and material resources to achieve the stated goals in the school system. The managerial competencies of School Heads are aimed at enhancing effective teaching and learning.

Managerial skills are essential capabilities that determine an executive or head of an organization (school) will be. It is viewed as the ability to plan, organize, and direct the operations of an educational enterprise for the educational system as a whole, according to Giami and Obiechina (2019).

Managing the classroom alone is already a challenging task for all teachers but managing the whole school is rather difficult. Along the way I will encounter problems for sure but it doesn't stop me from continuing to be a better part of me as a school head. I know doing this task is not easy especially if you are new to this kind of work but I believe that "no man is an island" and I can do much better with the help of my teachers and colleagues. I know no man is perfect but I'll do my best to be a good leader towards the school.

Building strong bond between the teachers, learners, parents and stakeholders is one of my goals as a good leader to have a good communication between them thus this leads to a smooth transition of every activities of the school. Having the support of these people will surely result to effective teaching and learning process. Though this is not as easy as a walk in a park but challenges are always part in our daily lives and we are meant to solve these problems in order to grow professionally.

Sometimes, what hinders us to grow is not the judgmental opinion of other people but rather the doubt we feel every time there are problems along the way. In a most case scenario we tend to hold back and is not able to release all the capabilities within us. Thus, being a positive thinker at most of the time is really of great help in dealing with the various tasks at hand. I always believe that as long as you're doing your best then nothing is impossible and God won't give me these problems in the first place if I don't have the capabilities, don't you think? Hence, I will keep on moving forward until I will reach my ideal DESTINATION.

For successful and efficient planning, staffing, organizing, coordinating, managing, and decision-making, management abilities are essential, according to Earl and Fullan (2003).

As a school principal of a school, being strict sometimes is unavoidable to do since you needed it to build a gap between you and the teachers because being too close from each other may result to disrespectful manner. I've been to different schools and I've noticed that there is no such thing as perfect school environment. I'm not saying that the environment is toxic but evident is the partitioning of teachers. Therefore, managerial skills should be put into action to have a conducive environment that will benefit both parties and the learners as the center of the curriculum.

One of the problems that I've encountered during my stay in Capiñahan ES is the water, both drinking and for taking a bath. Luckily, after a few months we were able to enjoy the abundance of water coming from the well that was built especially for us teachers. No matter where we go I think the scarcity of water is considered as one of the main problem of every Filipino.

During this rainy season, the problem of water for take a bath is solve but another problem is the drinking water since the transportation is very bad and we need to pay 150 pesos per 1 mineral water. Since the transportation is very bad during this season then it is another challenge to the school head to manage the school because we need to walk for at least 45 minutes to 1 hour just to reach our destination and about 15-25 minutes via motorcycle during sunny days.

Transporting our office supplies like bondpaper, new printers, and everything during this period of time is very hard. Luckily we are bliss with a good leader and very energetic MT-1/TIC the only sad part really is the transportation because our school is the most far flung in the municipality of villaba. In addition is the stage also since we don't have proper roof and we only use trapal in every activities that we have and it's quite a hassle for our part because we need to ask the help of the brgy. Officials or anyone who can help to cover the place in front of the stage.

In another aspect, many of these skills are not totally applied in managing the school and the teachers in the previous administration. Why? It's because of the location of the school itself but our current school head filled this gap. Now that the requested additional teacher has arrived then our MT-1/TIC can now fully function as a school head since previously he's also the adviser of Grade 6 and he's doing things simultaneously so that's another problem because there are times that they are doing reading activities to other schools hence the learners will be left behind.

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 with the full support of the school head to grow.

This study was conducted to determine the Managerial Competence of School Heads, Performance of Teachers and Numeracy Skills of Key Stage 2 4-6 Learners in selected schools of Villaba North District. 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 Teacher-In-Charge in terms of:
  - 1.1 planning;
  - 1.2 implementation;
  - 1.3 assessment;
  - 1.4 communication;
  - 1.5 supervision;
  - 1.6 community relations;
  - 1.7 staff development; and
  - 1.8 conflict management?
2. What is the performance of elementary teachers in terms of COT?
3. What is the numeracy performance of Key Stage 2 4-6 learners?
4. Is there a significant relationship between the managerial competence of School Head with the ff:
  - 4.1. Performance of Teachers in COT;
  - 4.2. Numeracy skills performance of Key Stage 2 4-6 learners?
5. What Instructional Supervisory plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is significant relationship between the managerial competence of School Head with the ff:

- a. Performance of Teachers in COT;
- b. Numeracy skills performance of Key Stage 2 4-6 learners.

## II. METHODOLOGY

**Design.** The proposed study on "Managerial Competence of School Heads, Performance of Teachers, and Numeracy Skills of Key Stage 2 4-6 learners" in selected Schools of Villaba North District employed a quasi-experimental research design. This design was particularly suitable for the study, where random assignment was not feasible due to ethical or practical constraints. By selecting schools that exhibited varying levels of managerial competence among their heads, the study assessed the impact of these competencies on teacher performance and student numeracy skills. This approach allowed for comparison between groups, facilitating insights into the effectiveness of

leadership on educational outcomes. The main local of the study in selected schools of Villaba North District is located at Villaba, Leyte, in the Division of Leyte. The respondents of the study were the School Heads, Elementary School Teachers and Key Stage 2 4-6 learners. The research instruments used in the study are the School Heads Management Competence Survey Questionnaires, Satisfaction of Teachers Questionnaire (Allan Mohran Jr Robert A. Cooke and Susan Albers Mohran (1977), as well as the 2nd Quarter Enhance Regional Unified Numeracy Test (ERUNT) Questionnaires in Mathematics together with the COT to measure the performance of the teachers. The proposed instructional supervisory Plan was taken based on the findings of the study.

**Sampling** The respondents of the study were the School Heads (3) and Elementary Teachers (8) and 89 learners in selected schools of Villaba North District, Division of Leyte that were involved in this study 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.

**Research Procedure** In order to gather the necessary data in 1 month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers under whose care the respondents were. The researcher distributed the researcher survey questionnaires to the School Head as well as to all the elementary teachers for them to answer. The researcher also gave the Key Stage 2 4-6 learners the ERUNT questionnaire in Mathematics for them to answer. After one month, the questionnaires were retrieved and consolidated and subjected to statistical treatment using Pearson's  $r$ . Data was collated and submitted to the appropriate statistical treatment.

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

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

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

Pearsons- $r$  - This tool was used to test the relationship between Managerial Competence of School Head in relation to the Performance of Key Stage 2 4-6 Learners and performance of teachers in terms of COT.

### 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	4.00	Very High
2. Involving teachers in decision making for school improvement.	4.00	Very High
3. Ensuring teachers' and students' discipline	4.00	Very High
4. Organizing seminars and workshops for professional advancement of teachers	3.90	Very High

5. Providing incentives for teachers to increase their motivation to work	4.00	Very High
6. Appraising staff in order to improve their job performance	3.95	Very High
7. Providing incentives to students to improve academic performance	4.00	Very High
8. Orientating new staff and students on school activities and goals	3.80	Very High
9. Promoting teachers' welfare to increase their commitment to instructional tasks	3.90	Very High
10. Supervising teachers' and students in order to render professional guidance.	3.85	Very High
<b>Grand Mean</b>	<b>3.94</b>	<b>Very High</b>

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

The table 1 entitled "Management Competence of School Heads in terms of Human Resource Management" presents the results of a comprehensive assessment of school heads' leadership skills in managing human resources within their schools. The focus of this table is on various aspects of human resource management, including delegation, decision-making, discipline enforcement, staff development, and the provision of incentives. Each indicator is evaluated based on its perceived effectiveness, with the weighted mean scores showing a consistent trend of very high effectiveness in these areas, highlighting the central role of school heads in fostering a productive and motivated educational environment.

The various dimensions of managerial competence in the context of human resource management. For instance, delegation of tasks to teachers, involving them in decision-making, and ensuring discipline in both teachers and learners all scored very high with a weighted mean of 4.00, signaling the importance of empowering teachers and ensuring their accountability. Additionally, other indicators, such as organizing seminars for professional development (weighted mean = 3.90), appraising staff performance (weighted mean = 3.95), and providing incentives for both teachers and learners (weighted mean = 4.00), also reflected strong leadership practices that contribute to school improvement. The grand mean of 3.94 confirms that these managerial practices are perceived as highly effective by the respondents. These results suggest that school heads who actively engage in human resource management contribute to fostering a positive school culture and promote continuous improvement in both teaching and learning processes.

The results implied that the management competence of school heads in terms of human resource management plays a critical role in influencing school performance. By effectively delegating tasks, involving teachers in decision-making, ensuring discipline, and fostering a culture of professional development, school heads create an environment conducive to improving both teacher and student performance. The high ratings on these indicators also suggest that strong human resource management practices can enhance teacher motivation and commitment, leading to better academic outcomes. Furthermore, it emphasizes the importance of school heads' leadership in cultivating a well-supported and collaborative teaching staff, which is essential for achieving the objectives of the study.

**TABLE 1-B**  
**MANAGEMENT COMPETENCE OF SCHOOL HEADS IN TERMS OF MATERIAL RESOURCE MANAGEMENT**

<b>Financial Resource Management</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. Procurement of physical and instructional materials for teaching and learning	3.75	Very High
2. Ensuring regular school cleanup for conducive learning environment	4.00	Very High
3. Enforcing punishment on teachers and students' who vandalizes school facilities	3.70	Very High
4. Maintaining instructional materials for instructional improvement	3.80	Very High
5. Providing e-library facilities to aid teachers' and students' research	3.90	Very High
6. Equipping classrooms and offices with needed furniture	3.80	Very High
7. Inculcating maintenance culture in school through proper orientation of staff and students'	3.75	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.	4.00	Very High
10. Sources materials for the improvement of teaching-learning and physical aspects of the school.	4.00	Very High
<b>Grand Mean</b>	<b>3.87</b>	<b>Very High</b>

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

The table I-B entitled "Management Competence of School Heads in terms of Material Resource Management" provides a comprehensive evaluation of how school heads manage material resources within their schools. The indicators in this table highlight the various aspects of material resource management, which include procurement of teaching materials, maintenance of school facilities, and ensuring a conducive learning environment. The table presents the weighted means for each indicator, with the results indicating that most aspects of material resource management are perceived as highly effective, reflecting the role of school heads in ensuring the availability and maintenance of resources critical to the educational process.

Ensuring regular school cleanup for a conducive learning environment, maintaining instructional materials, and ensuring the inclusion of repairs and maintenance in the school budget all received a weighted mean of 4.00, signifying very high effectiveness. Other areas, such as the procurement of physical and instructional materials for teaching and learning (weighted mean = 3.75) and spearheading the maintenance and beautification of the school (weighted mean = 4.00), were also rated very highly. However, there are some areas with lower scores, such as providing e-library facilities, which had a weighted mean of 3.90, indicating room for improvement. The overall grand mean of 3.87 further confirms that school heads are generally perceived as very competent in managing material resources, ensuring that the school environment is conducive to both teaching and learning.

The results implied that the managerial competence of school heads in material resource management has a significant impact on the school's ability to support effective teaching and learning. School heads who excel in managing resources, ensuring a well-maintained school environment, and providing necessary teaching materials foster an environment where both teachers and students can thrive. These practices not only contribute to a positive learning atmosphere but also support the achievement of educational goals.

**TABLE I-C**  
**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	3.80	Very High
2. Joint preparation of school budgets with teachers and PTA.	3.85	Very High
3. Keeping accurate financial information of the school.	3.90	Very High
4. Ensuring accountability in all school expenditures.	4.00	Very High
5. Generating funds for school improvement	4.00	Very High
6. Carrying out monthly audit of school budget.	4.00	Very High
7. Adopting cost saving strategies.	3.90	Very High
8. Possess transparency of school funds including that of the school MOOE funds.	4.00	Very High
9. Responsible in the preparation of liquidation reports.	3.80	Very High
10. Maximum utilization of school funds.	3.70	Very High
<b>Grand Mean</b>	<b>3.90</b>	<b>Very High</b>

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

The table I-C entitled Management Competence of School Heads in terms of Financial Resource Management focuses on how effectively school heads manage the financial resources within their schools. The table provides indicators related to key areas of financial management, such as prioritizing financial allocations, generating funds, ensuring accountability in expenditures, and maximizing the utilization of school funds. Each of these indicators is assigned a weighted mean, reflecting the school heads' perceived competence in managing school finances, with the interpretations revealing a high level of effectiveness in these areas. This evaluation is crucial, as the financial decisions made by school heads can significantly impact the resources available for teaching and learning, influencing overall school performance.

A thorough review of the indicators shows that school heads are highly rated in various aspects of financial resource management. For example, ensuring accountability in all school expenditures, generating funds for school improvement, and carrying out monthly audits of the school budget all received a weighted mean of 4.00, indicating very high competency. Other indicators, such as joint preparation of school budgets with teachers and the PTA, and keeping

accurate financial information, also received very high ratings with weighted means of 3.85 and 3.90, respectively. The overall grand mean of 3.90 further emphasizes the school heads' effectiveness in managing financial resources, which plays an essential role in ensuring that the necessary funds are available for school development and educational initiatives. Despite the generally high ratings, the indicator on maximizing the utilization of school funds, with a weighted mean of 3.70, shows that there might be opportunities for improvement in this area.

The results implied that the financial management competencies of school heads are instrumental in achieving effective resource utilization and school improvement. School heads who prioritize financial allocations according to the school's needs, maintain accountability, and ensure transparency in fund management can directly influence the quality of education provided. The very high ratings across most indicators suggest that financial resource management by school heads is crucial in sustaining school operations and enhancing the learning environment. However, the lower rating in the area of maximizing school funds highlights an area for potential growth, indicating the need for more strategic allocation and usage of financial resources to further optimize school performance.

**TABLE 2**  
**PERFORMANCE RATING OF THE TEACHERS**

<b>A.</b>	<b>Performance Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Applied knowledge and content within and across curriculum learning areas.	4.75	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.12	Very Satisfactory
3	Used a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.74	Outstanding
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.62	Outstanding
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedure.	4.37	Very Satisfactory
6	Maintained learning environments that promotes fairness, respect and care to encourage learning.	4.75	Outstanding
7	Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious background.	4.50	Outstanding
8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous people.	4.75	Outstanding
9	Used strategies for providing timely, accurate and constructive feedback to improved learner performance.	4.75	Outstanding
	<b>AVERAGE</b>	<b>4.59</b>	<b>Outstanding</b>

Legend: 4.500- 5.00 – Outstanding  
 3.500- 4.499 – Very Satisfactory  
 2.500-3.499 - Satisfactory  
 1.500- 2.499- Unsatisfactory  
 Below 1.499 - Poor

The table 2 titled Performance Rating of the Teachers presents the results of a comprehensive assessment of teachers' performance across various indicators. The table focuses on key performance areas, including the application of knowledge and content, the use of diverse teaching strategies, the development of critical and creative thinking skills, and the ability to establish a learner-centered environment. These indicators are assessed based on a weighted mean score, providing an overall evaluation of how teachers are performing in relation to the set standards. The table offers insights



into both the strengths and areas for potential improvement, highlighting how well teachers are supporting learners' achievement within the curriculum.

The performance indicators, it is evident that most of the teachers' ratings are categorized as "Outstanding," with a few indicators being rated as "Very Satisfactory." For instance, the indicator on "Applied knowledge and content within and across curriculum learning areas" received a weighted mean of 4.75, reflecting an outstanding level of performance. Similarly, the ability to "Used strategies for providing timely, accurate, and constructive feedback to improve learner performance" was rated 4.75, indicating a high standard of practice. Additionally, indicators such as "Used a range of teaching strategies to develop critical and creative thinking" (4.74) and "Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous people" (4.75) were also rated "Outstanding." On the other hand, the indicator "Established safe and secure learning environments to enhance learning" scored 4.37, which falls under the "Very Satisfactory" category. Overall, the average rating of 4.59 reflects that teachers are performing exceptionally well, with most aspects of their teaching practices rated as outstanding.

The results implied that the performance of teachers is strongly linked to their ability to integrate a range of teaching strategies that enhance learning and ensure the inclusivity of all students, regardless of their background. Teachers who demonstrate proficiency in applying knowledge across various curriculum areas and who establish a learner-centered, culturally responsive environment contribute significantly to positive educational outcomes. The high ratings in the indicators related to critical thinking, cultural responsiveness, and the use of feedback suggest that these are areas where teachers excel, leading to better performance outcomes for learners. However, the slightly lower score in the area of maintaining a safe and secure learning environment highlights an area for potential improvement, which could further enhance student engagement and academic performance.

**TABLE 3**  
**NUMERACY SKILLS PERFORMANCE OF GRADE 4 LEARNERS**

Range	Remarks	Frequency	Percentage
90%-100%	Highly Proficient	24	27
75%-89%	Proficient	22	25
50%-74%	Nearly Proficient	28	31
25%-49%	Low Proficient	13	15
0%-24%	Non-Proficient	2	2
		89	100

Table 3 presents the numeracy skills performance of Key Stage 2 4-6 learners, categorizing their proficiency levels into five distinct ranges. The data outlines the frequency and percentage of learners within each performance range, ranging from 0% to 100%. The proficiency categories include "Highly Proficient" (90%-100%), "Proficient" (75%-89%), "Nearly Proficient" (50%-74%), "Low Proficient" (25%-49%), and "Non-Proficient" (0%-24%). It can be observed that the majority of Grade 4 learners fall into the "Nearly Proficient" category, with 28 learners (31%) exhibiting scores between 50%-74%. This suggests that a significant portion of the learners are at a moderate level of numeracy skills. In the "Proficient" category, 22 learners (25%) scored between 75%-89%, while 24 learners (27%) were classified as "Highly Proficient," scoring between 90%-100%. However, a smaller number of learners, 13 (15%), fall under the "Low Proficient" category, and only 2 learners (2%) are considered "Non-Proficient," indicating that a very small percentage of learners are struggling with numeracy skills.

The results in Table 3 imply that a majority of Grade 4-6 learners are demonstrating a satisfactory or higher level of numeracy skills, with a significant portion of learners classified as "Nearly Proficient" or "Proficient." However, there is still a notable number of learners who fall below proficiency levels, with some requiring further support to improve their numeracy skills. These findings highlight the need for targeted interventions and personalized support for learners who are struggling with numeracy, particularly in the lower proficiency ranges.

**TABLE 4**  
**TEST OF RELATIONSHIP**

<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 Performance</b>	0.80	4.228	2.478	Reject Ho	Significant Relationship (Very Strong)
<b>Material Resource Management vs Performance</b>	0.81	4.228	2.478	Reject Ho	Significant Relationship (Very Strong)
<b>Financial Resource Management and Performance</b>	0.79	4.228	2.478	Reject Ho	Significant Relationship (Strong)
<b>COT AND LEARNERS NUMERACY</b>	0.62	2.289	1.890	Reject Ho	Significant Relationship (Moderate)

Table 4 presents the results of the test of relationship between various variables and the performance of Grade 4 learners, specifically in numeracy skills. The table includes correlations for different aspects of resource management (Human Resource Management, Material Resource Management, and Financial Resource Management) and their relationship with learners' performance. The fourth row focuses on the relationship between COT (Classroom Observation Tool) and learners' numeracy. The computed values and t-values are compared with the table value at a 0.05 significance level to determine whether there is a statistically significant relationship between the variables.

Based from the results, it is evident that all variables have a significant relationship with learners' performance in numeracy. The correlation between Human Resource Management and performance is very strong, with a computed value of 0.80, well above the table value of 2.478. Similarly, the relationship between Material Resource Management and performance is also very strong, with a correlation of 0.81, indicating a highly significant impact. The Financial Resource Management's correlation with performance is 0.79, which is classified as a strong relationship. The correlation between Classroom Observation Tool (COT) and learners' numeracy is 0.62, a moderate yet significant relationship, suggesting that the teaching environment also plays a crucial role in influencing numeracy performance.

The results in Table 4 imply that the variables of resource management—whether human, material, or financial—have a substantial impact on learners' numeracy performance. The very strong relationships with Human and Material Resource Management indicate that well-managed resources, including trained personnel and learning materials, significantly enhance student performance. Furthermore, the strong relationship with Financial Resource Management suggests that the allocation of funds for educational resources is crucial for fostering effective numeracy instruction. While the relationship between COT and numeracy is moderate, it still highlights the importance of classroom management and teaching strategies in improving numeracy skills among Grade 4-6 learners.

#### IV. CONCLUSION

Based on the results of this study, the results highlight that various aspects of resource management—human, material, and financial—have a significant impact on the numeracy performance of Key Stage 2 4-6 learners. The very strong correlations with Human and Material Resource Management suggest that effective leadership and the availability of resources, such as trained personnel and instructional materials, are crucial for enhancing student outcomes. Additionally, the strong relationship between Financial Resource Management further emphasizes the importance of proper funding to support quality teaching. Although the relationship between Classroom Observation Tool (COT) is

moderate, it still plays an important role in shaping the learning environment and improving numeracy skills among learners.

## V. RECOMMENDATIONS

The Instructional Supervisory Plan should be strategically implemented.

Teachers should actively engage in professional development programs to enhance their pedagogical skills, particularly in numeracy instruction. They should seek training on differentiated teaching strategies to cater to diverse learners and regularly assess student progress.

School heads should ensure that resources (human, material, financial) are effectively managed to support positive outcome of the school. This includes allocating funds for teacher development and providing necessary teaching materials.

PSDS should provide regular training and seminars for school heads to enhance their managerial skills, focusing on curriculum management, resource allocation, and effective school leadership.

EPSs, should Ensure that the current Curriculum continues to meet the needs of learners by incorporating feedback from teachers and school heads regarding areas of improvement. Support teachers in adapting teaching materials to suit diverse learning styles.

Researchers should continue exploring the factors that affect numeracy skills development in the Philippines to generate insights that can guide future curriculum revisions and teacher training.

Future research should focus on longitudinal studies to assess the long-term impact of the Curriculum on learners' performance, particularly in numeracy, across various regions and school types.

## VI. ACKNOWLEDGEMENT

The researcher wishes to express his profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Ronald Gay S. Boholano, Central Principal / Officer In Charge, for giving permission to conduct the study in selected Elementary Schools in Villaba North District.

To the respondents of selected Elementary School Heads, teachers and learners, for their honesty and cooperation in completing the data needed.

The researcher's family, whose unconditional love and understanding inspired him to finish this book;

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Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

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## AUTHOR'S PROFILE



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The author is born on August 21, 1995 at Ormoc City, Leyte , Philippines. He finished his Bachelor's degree in Elementary Education at Visayas State University – Villaba. In his high school and college days, he was really into the supervision field. He was a leader in different organizations when he was a student and that helped him decide to take administration and supervision as his field of specialization for his master's degree. He is currently finishing his Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

He is currently an Administrative Support Staff (CoS) in the Department of Education at Capiñahan Elementary School at Barangay Capiñahan, Villaba, Philippines. He believes that supervising the young is the foundation of understanding how to supervise the old.