

Resource Management Strategies of School Head in Supporting MATATAG Curriculum and Performance of Teachers and Learners

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Abstract — The implementation of the MATATAG Curriculum marks a significant change in Philippine education. Giving school principals new roles and responsibilities to further develop their practice of leadership. It takes to focus on the resource management strategies of school heads to effectively implement the new curriculum to provide positive learning outcomes of the learners so as improving the performance of teachers. Hence, this study was formulated to determine the significant relationship between the extent of resource management strategies of school heads in supporting MATATAG curriculum, performance of teachers and academic achievement of learners in San Antonio Integrated School, Ormoc District 2, Ormoc City Division. Utilizing the survey on School Head's Management Practices on Policy Changes in Davao City: MATATAG Curriculum Implementation Focus by Bentayao et al, (2024), Classroom Observation Tool (COT) and academic achievement of learners in quarter 2 to 11 teachers, 1 school head and 105 learners, the data confirmed a statistically significant relationship between the extent of resource management strategies of school head in supporting the MATATAG curriculum and level of performance of teachers based on classroom observation tool (COT). The study provides strong empirical evidence that effective resource management strategies by school heads significantly contribute to improving teacher performance. Further, statistically significant relationship between the level of performance of teachers based on classroom observation tool (COT) and academic performance of learners in quarter 2 was also revealed in this study. These findings clearly demonstrate that teacher performance, as measured by COT, significantly influences learners' academic performance. With a very strong positive correlation and a statistically significant result, it is evident that enhancing teacher quality through targeted training, mentorship, and evaluation systems is crucial for improving learner outcomes.

Keywords — *Resource Management Strategies, School Heads, MATATAG Curriculum, Performance, Teachers, Learners*

I. INTRODUCTION

As the educational terrain keeps evolving in the modern world, the Philippines has introduced the MATATAG Curriculum in response to the learning gaps which have hindered the performance of Filipino learners. The understanding and implementation of this new curriculum would be very important to the educational leaders, especially the school principals, to cultivate an innovative learning environment that strives for academic excellence.

In education, curriculum plays a crucial role in determining the quality and effectiveness of teaching and learning process. It serves as a roadmap for teachers, outlining the essential knowledge, skills, and values that students need to acquire. The curriculum acts as a guide for teachers to ensure that they cover all necessary content and objectives within

a given timeframe. Furthermore, a well-designed curriculum reflects the educational goals and values of the school, aligning them with the needs and aspirations of students.

For school heads, advocating for a strong and comprehensive curriculum is of utmost importance. It ensures that students receive a well-rounded education and are prepared for success in their future endeavors. With this, the MATATAG curriculum can be viewed as a valuable tool for school heads – with their teachers — in their pursuit of educational excellence.

According to DepEd, MATATAG stands for “Make the curriculum relevant to produce job-ready, Active and responsible citizens; TAKE steps to accelerate the delivery of basic education services and provision facilities; TAKE good care of learners by promoting learner well-being, inclusiveness learning, and positive learning environment; and Give support for teachers to teach better. This framework emphasizes the importance of ensuring that the curriculum is relevant, responsive, and tailored to meet the needs of students.

By implementing the MATATAG curriculum, school heads can ensure that their schools are providing a high-quality education that addresses the needs of their students and prepares them for success in the 21st century. As an instructional leader, your role is to ensure that teachers have the necessary support and resources to effectively implement this curriculum. It includes providing professional development opportunities for teachers to enhance their instructional practices, monitoring the implementation of the curriculum and offering feedback and guidance to help teachers improve. As school administrators, it is necessary to take steps to accelerate the delivery of basic education services and the provision of facilities to create optimal learning environments. This can include improving infrastructure, ensuring the availability of necessary resources and materials, and implementing strategies to improve access and equity in education. For instance, we must prioritize the procurement of textbooks and other instructional materials, the enhancement of school facilities, and the provision of technology resources to support effective teaching and learning.

It is our responsibility as school heads to ensure that learners are well-taken care of and that their well-being is emphasized. This includes promoting inclusiveness, creating a positive and nurturing learning environment through establishing support systems and implementing strategies that prioritize the mental, emotional, and physical well-being of students. A thing to remember here is that students’ well-being is not just limited to their academic performance but also encompasses their social and emotional development.

Above all, it is important for the school heads to provide effective and efficient leadership in the core operations of schools, such as teaching and learning. Giving support to teachers, promoting collaboration, and fostering a culture of continuous improvement are all essential in ensuring that schools achieve academic excellence. Teachers are the backbone of the education system, and as instructional leaders, we must empower them and create an environment where they can thrive professionally.

MATATAG curriculum is a comprehensive framework, that when utilized effectively, can enhance student learning and eventually lead to improved academic achievements. It is the duty of school leaders to be the beacon of knowledge and set the example in implementing the MATATAG curriculum. School heads are expert in collaboration and teamwork to gain support from the stakeholders. Hence, this study was formulated to determine the extent of resource management strategies of school heads in supporting MATATAG curriculum and performance of teachers and learners. With the support from the stakeholders, effective implementation of the new curriculum will be attained. A proposed instructional supervision plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school he is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent of resource management strategies of school heads in supporting MATATAG curriculum and performance of teachers and learners in San Antonio Integrated School, Ormoc District 2, Ormoc City Division. The findings of the study will be the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of resource management strategies of school heads in supporting MATATAG curriculum?
2. What is the level of performance of teachers based on Classroom Observation Tool (COT)?
3. What is the performance of the learners in quarter 2?
4. Is there a significant relationship between the extent of resource management strategies of school heads in supporting MATATAG curriculum and performance of teachers based on Classroom Observation Tool (COT)?
5. significant relationship between the extent of resource management strategies of school heads in supporting MATATAG curriculum and performance of the students in quarter 2?
6. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study employed a descriptive-correlational research design to determine the significant relationship between the extent of resource management strategies of school heads in supporting MATATAG curriculum and performance of teachers and learners. The locale of the study is situated in the barangay proper of Brgy. San Antonio, Ormoc City, is the only integrated school, the San Antonio Integrated School. The school is situated along the National Road and is very accessible to all modes of land transportation. Its catchment barangays are Macabug, Mabini, Quezon Jr., and Can-untog. "It takes a village to raise a child." This proverb emphasizes the importance of collective efforts of teachers, parents, administrators and other broader community or stakeholders in supporting and nurturing child's education and development. This means that teachers and the school cannot do it alone, thus San Antonio Integrated School is fortunate to have stakeholders who pledged their wholehearted support to San Antonio Integrated School in delivering good services to their clientele. The instruments used in this study is a survey questionnaire which describes the extent of resource management strategies of school heads in supporting MATATAG curriculum. The survey was taken from the study of Bentayao et al, (2024) on School Head's Management Practices on Policy Changes in Davao City: MATATAG Curriculum Implementation Focus. The statements were rated by the school heads and teachers as to the extent of resources management strategies using a Five-Point Likert Scale where 5 means Strongly Agree, 4 means Agree, 3 means Moderately Agree, 2 means Disagree and 1 means Strongly Disagree. Moreover, Part 2 of the questionnaire will determine the level of performance of proficient teachers utilizing the Classroom Observation Tool (COT) presented in the Results-Based Performance Management System (RPMS). This study focused on the resource management strategies of school heads in supporting MATATAG curriculum which will improve the performance of teachers and learners. Findings of the study were the basis in formulating instructional supervision plan which focused on the improvement of school heads' resource management strategies, performance of teachers and learners.

Sampling. The respondents of this study were the eleven (11) teachers, 1 school head and 100 selected students in the said locale. Complete enumeration in choosing the school head and teacher-respondents of the study while purposive sampling for learner-respondents was employed.

Research Procedure. After obtaining research approval, data collection commenced. Letters requesting study approval were submitted to relevant authorities. Initially, a request letter was sent to the Schools Division Superintendent for permission to proceed with data collection from identified respondents. Following approval from the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal. Upon receiving approvals, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, and their consent through permits was obtained to participate in the study. Subsequently, survey questionnaires were distributed,

and the researcher guided the respondents in completing them. After the survey phase, data were collected, tallied, and submitted for statistical analysis.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of resource management strategies of school heads, and performance of teachers and learners. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

Table 1
Resource Management Strategies in Support of MATATAG Curriculum

	Statements	Weighted Mean	Description	Interpretation
1	set priorities and create actionable plans for resource allocation based on the needs of the school in support of the MATATAG curriculum	4.60	Strongly Agree	Very High
2	manage financial resources including funds allocation, expenditures and cost control.	4.65	Strongly Agree	Very High
3	conduct collaborative curriculum development, peer coaching and mentoring and assessment feedback	4.54	Strongly Agree	Very High
4	conduct peer mentoring where experiences of teachers guide their colleagues through the new curriculum	4.58	Strongly Agree	Very High
5	conduct collaborative expertise on the unpacking of learning competencies and learning action cell sessions	4.75	Strongly Agree	Very High
6	Use clear and concise communication, use variety of communication channel to tap stakeholders, two-way communication and transparency and accountability.	4.58	Strongly Agree	Very High
7	established regular meetings and created a dedicated	4.68	Strongly Agree	Very High

	online platform for updates and resources			
8	Conduct series of information dissemination to all stakeholders through orientation, meetings, FGD, use media	4.55	Strongly Agree	Very High
9	provide trainings that strengthen the understanding of how to unpack Learning competencies across all areas	4.46	Strongly Agree	Very High
10	conduct hands-on workshops, it focuses on practical application of the new methodologies and assessment strategies	4.59	Strongly Agree	Very High
11	conduct capability building activities to teachers	4.44	Strongly Agree	Very High
12	supervise school staff to enhance productivity and performance	4.60	Strongly Agree	Very High
13	maintain and upgrade facilities, equipment and teaching materials for an optimal learning environment	4.50	Strongly Agree	Very High
14	track the use of resources	4.70	Strongly Agree	Very High
15	assess the impact on school performance to ensure accountability and improvement	4.65	Strongly Agree	Very High
AVERAGE		4.49	Strongly Agree	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	<i>Strongly Agree</i>	<i>Very High</i>
3.21-4.20	<i>Agree</i>	<i>High</i>
2.61-3.20	<i>Moderately Agree</i>	<i>Average</i>
1.81-2.60	<i>Disagree</i>	<i>Low</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

Table 1 evaluates the extent of resource management strategies of school head in supporting the implementation of MATATAG curriculum, revealing an average weighted mean of 4.49 which is interpreted as very high. The highest rated indicator which has a mean of 4.75 discusses that the conduct collaborative expertise on the unpacking of learning competencies and learning action cell sessions is essential in the proper implementation of the curriculum. With this indicator, school heads must provide adequate strategies where they can support the teachers in these activities. Through collaborative expertise and learning action cell sessions, challenges met by teachers will be tackled and possible solutions will be raised. Further, the indicator with the lowest mean of 4.44 which is interpreted also as very high shows that big number of resources is needed in the conduct of capability building activities for teachers. It is evident that with the new curriculum, capability building is needed to ensure proper implementation of such. Hence, school heads must see to it that they had prepared activities and ways which will address the needs of the teachers in the conduct of professional development.

Table 2
Performance of Proficient Teachers

	Statements	Weighted Mean	Interpretation
1	Apply knowledge and content within and across curriculum learning areas.	4.64	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.72	Outstanding
3	Ensured the positive use of ICT to facilitate the teaching and learning process.	4.58	Outstanding
4	Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	4.28	Very Satisfactory
5	Maintained supportive learning environments that nurture and inspires learners to participate, cooperate and collaborate in continued learning.	4.60	Outstanding
6	Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	4.72	Outstanding
7	Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents.	4.78	Outstanding
8	Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation: chronic illness: displacement due to armed conflict, urban resettlement or disaster: child abuse and child labor practices.	4.66	Outstanding
	AVERAGE	4.63	Outstanding

Legend:

RANGES

4.500-5.000

3.500-4.499

2.500-3.499

1.500-2.499

Below 1.499

INTERPRETATION

Outstanding

Very Satisfactory

Satisfactory

Unsatisfactory

Poor

Table 2 evaluates the level of performance of proficient teachers based on the classroom observation tool (COT) rating gathered during classroom observation, showing an average weighted mean of 4.63, interpreted as outstanding. This indicates that proficient teachers demonstrated exemplary performance in the teaching and learning process, effectively engaged students in the activities provided and exceeded standards in various areas of instruction. The teacher

clearly explained the topics with well-structured lessons. Students actively participates in the discussion of the lesson and attain meaningful learning experiences.

Table 3
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	34	32
4	Very Satisfactory	85-89	23	22
3	Satisfactory	80-84	43	41
2	Fairly Satisfactory	75-79	5	5
1	Did Not Meet Expectations	Below 75	0	0
	Total		105	100

Table 3 evaluates the level of performance of learners in the 2nd quarter of school year 2024-2025, showing the highest percentage of learners (43 out of 105) achieved a satisfactory performance, indicating that a significant portion of the learners met the expected competencies but still has room for improvement. With a large portion (41%) of learners in the satisfactory category, interventions such as remedial instruction, differentiated teaching methods, or additional learning support may be necessary to help them reach higher performance levels. Further, a notable 34 learners (32%) obtained scores between 90-100, showcasing their strong mastery of the subject matter. Since a considerable percentage (32%) already falls within the excellent range, further enrichment programs and advanced learning opportunities could be introduced to sustain and further develop their skills. A smaller group of 23 learners (22%) scored between 85-89, indicating a very satisfactory performance level, slightly below the excellent category. The data suggests that a significant number of learners are excelling or performing at a very satisfactory level, indicating effective teaching strategies and student engagement. Unfortunately, there are still learners (5 out of 105) got a rating of fairly satisfactory. This data shows that teachers must focus on their teaching of the skills to these learners for they need intervention, despite that the data still in the second quarter of the school year.

Table 4
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Resource Management Strategies and COT	0.87	4.921	1.214	Reject Ho	Significant Relationship (Very Strong)
COT and Academic Performance	0.84	4.864	2.815	Reject Ho	Significant Relationship (Very Strong)

Table 4 presents the results of tests examining the relationships between the extent of resource management strategies of school head in supporting the MATATAG curriculum and level of performance of teachers based on classroom observation tool (COT) and academic performance of learners in quarter 2. The results reveal a correlation coefficient of ($r = 0.87$), indicating a very strong positive relationship. Additionally, the computed t-value of (4.921) exceeds the critical table value of (1.214) at a significance level of (0.05), allowing for the rejection of the null hypothesis (H_0). This confirms a statistically significant relationship between the extent of resource management strategies of school head in supporting the MATATAG curriculum and level of performance of teachers based on classroom observation tool (COT). This confirms that the relationship between the school head's resource management strategies and teacher

performance is statistically significant and unlikely to be due to random chance. The strong correlation suggests that when school heads effectively manage and allocate resources—such as instructional materials, professional development, and technological tools—teachers are better equipped to deliver quality instruction as reflected in their COT scores.

Further, the table also shows the result of tests examining the relationship between level of performance of teachers based on classroom observation tool (COT) and academic performance of learners in quarter 2. The results reveal a correlation coefficient of ($r = 0.84$), indicating a very strong positive relationship. This suggests that as teacher performance improves, student academic achievement also increases. Additionally, the computed t-value of (4.864) exceeds the critical table value of (2.815) at a significance level of (0.05), allowing for the rejection of the null hypothesis (H_0). This confirms a statistically significant relationship between the level of performance of teachers based on classroom observation tool (COT) and academic performance of learners in quarter 2 confirming that improved teacher effectiveness contributes to better learner outcomes. This highlights the need for continuous professional development programs to enhance teachers' instructional strategies and assessment practices. Since teacher performance significantly affects student success, regular classroom observations using tools like COT are essential. These evaluations provide valuable feedback to educators, helping them refine their teaching methods and address areas for improvement.

IV. CONCLUSION

The data presented confirms a statistically significant relationship between the extent of resource management strategies of school head in supporting the MATATAG curriculum and level of performance of teachers based on classroom observation tool (COT). The study provides strong empirical evidence that effective resource management strategies by school heads significantly contribute to improving teacher performance and student academic success. These findings reinforce the importance of proactive school leadership in supporting curriculum implementation, ultimately leading to better educational outcomes. Further, statistically significant relationship between the level of performance of teachers based on classroom observation tool (COT) and academic performance of learners in quarter 2 was also revealed in this study. These findings clearly demonstrate that teacher performance, as measured by COT, significantly influences student academic performance. With a very strong positive correlation and a statistically significant result, it is evident that enhancing teacher quality through targeted training, mentorship, and evaluation systems is crucial for improving learner outcomes. Schools and policymakers should leverage these insights to implement data-driven teacher support programs that will further strengthen instructional effectiveness and student success.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. school leaders should prioritize investments in teacher training programs, infrastructure, and curriculum support initiatives to sustain and further enhance educational outcomes.
3. Educational policymakers and administrators may consider strengthening leadership training programs focused on resource management to empower school heads in optimizing their support for curriculum implementation.
4. The study reinforces the importance of investing in teacher capacity-building initiatives, such as mentoring programs, instructional coaching, and workshops focused on effective pedagogy, classroom management, and learner engagement strategies.
5. School administrators should prioritize creating a culture of excellence in teaching by encouraging collaborative lesson planning and peer coaching, providing timely feedback and targeted professional development based on COT results, and ensuring access to high-quality teaching resources to support curriculum delivery.

6. Further studies may explore which specific resource management strategies have the greatest impact on teacher performance and student achievement, allowing for data-driven decision-making in education leadership, and
7. Future researchers could explore which specific teaching practices have the most impact on learner achievement.

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AUTHOR'S PROFILE



MRS. WELFE A. TOLEDO

Welfe A. Toledo, born on January 2, 1996, in Brgy Mabini, Ormoc City, Leyte, is a dedicated educator and is committed to nurture continuous learning and empowerment among her students. Her education journey began at Mabini Elementary School, followed by her secondary education at Seguinon National High School.

Welfe continued her academic journey at St. Peter's College of Ormoc. She was a Sanctus Vincenzus Scholarship recipient, a study now pay later scholarship grant of SPC-Ormoc. This scholarship was instrumental in her ability to pursue higher education, providing significant support in finishing her degree and molding her character. Her interactions with various groups through sports, academic pursuits, religious involvement and community events enriched her experience, fostering her growth, resilience and faith. She earned her Bachelor of Secondary Education, specializing in General Science, graduated in 2016. March 2017, she passed the Licensure Examination for Teachers (LET), which marks the official start of her teaching career.

Despite the demands of being a working mom to her daughter, Felly Georgia, she has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd)

program, majoring in School Administration and Supervision. She successfully completed the academic requirements for her MAEd in May 2025, driven by her diverse experiences and the support of different groups she encountered through her sports and academic journey.

Currently, Welfe is a permanent Junior High School of San Antonio Integrated School, Ormoc City Division District 2. Her dedication to education, combined with her community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational