

Management Competence of School Principals, Performance and Challenges of Filipino Teachers

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Abstract — This study determines the significant relationship between the management competence of school principals, performance and challenges of Filipino teachers in Alchesay High School, Whiteriver Unified School District, Arizona. It employed descriptive-correlational research design to explore the relationship between the variables. There are 18 teachers, and 3 school principals involved in the study. The data was gathered utilizing a 24-items survey questionnaire entitled “Principals’ Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)” used by Akinfolarin Akinwale Victor in his study on Analysis of Principal’s Managerial Competencies of School Resources in Secondary Schools in Anambra State, Nigeria and contextualized tool in conducting instructional supervision to teachers which focused in assessing the performance of teachers in terms of professional knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment and professionalism. Based on statistics, the study revealed a significant relationship between the management competence of school principals in terms of human, material and financial resources and level of performance of teachers in instructional supervision. The study also revealed that Filipino teachers encountered difficulties of which homesickness, classroom management, cultural adjustment and language barriers received more than 50% of the Filipino teachers teaching abroad. Thus, by building a more substantial human resource practice, enhancing resource distribution, and promoting financial transparency, school principals can develop a more productive instructional atmosphere, resulting in improved learners’ learning outcomes and overall school performance by overcoming the difficulties experienced by Filipino teachers.

Keywords — *Management Competence, School Principals, Performance, Challenges, Filipino Teachers*

I. INTRODUCTION

Developing a teacher is not only the responsibility of district supervisor but also the responsibility of principals as leaders of learning in schools. The key task of the principal which is an integral part of his competence as the principal are managerial leadership and instructional leadership. It is to know the whole process of learning, mentoring teachers, and engage in learning activities at school (Arman, et al., 2016). The leadership competence of school principal as part of the school head supports the improvement of performance and motivation of teachers as agents of renewal in the field of education. Performance and motivation of teachers are closely related to the professionalism of teachers (Arman, et al., 2016).

On the other hand, the teachers’ performance cannot be separated from the scope of their competence. The mastery of teacher competence is a crucial part because it can determine the level of teachers’ ability to carry out their duties as educator (Arman, et al., 2016). Teacher performance is the result of work that can be demonstrated through the quality of work, punctuality, initiative, speed, and excellent communication.

Teacher performance is a presentation of the work done by teachers in carrying out his duties as a professional educator (Arman, et al., 2016). Professional teachers will largely determine the quality of education because teachers are the people who are always in direct contact with the student in the learning process in the classroom. Realizing teachers who have high performance is not only determined by the competence of school supervisors and principals but also the involvement of the education stakeholders is also needed (Arman, et al., 2016).

It is considered that school principals should have professional competency especially in instructional leadership, organizational development to create a positive school culture. By having these competencies, they can manage their school more effectively.

One of the basics of a school principal as an instructional leader is to set a vision for the school, translate it into action steps, use innovative approaches to achieve vision and acquire the resources and support needed to pursue vision. Another important thing for school principals to do is to clearly communicate the vision and action plans to others and build culture within the school. They need to motivate the teachers with a compelling vision; effectively organize them, build the teachers' leadership capacity, and create a distributed and collaborative leadership system to achieve goals; remove barriers and ensure them to have resources.

School Principals have crucial roles in the process of creating a positive school culture in their schools. He or she should investigate the human, material, and financial resources in managing the school. They should see to it that every member of the organization is enjoying and achieving job satisfaction. Based on the observation in some schools, there were those teachers who performed well in their performance, yet they were talking against their school principals. With these, the researcher decided to conduct this study to determine the significant relationship between the management competence of the school heads and performance of teachers while describing the challenges met by Filipino teacher working abroad. A proposed instructional supervision plan for school principals was formulated based on the result 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 would benefit himself, the school she is currently teaching and that of his Graduate Program he is enrolled at.

This study determines the significant relationship between the management competence of school principals, performance and challenges of Filipino teachers in Alchesay High School, Whiteriver Unified School District, Arizona. A proposed instructional supervision plan of school principals was formulated based on the result of the study. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the level of management competence of school heads in terms of the following:
 - 1.1 Human resource management.
 - 1.2 Material resource management; and
 - 1.3 Financial resource management?
2. What is the level of performance of Filipino teachers in instructional supervision conducted by the school principal?
3. What are the challenges met by Filipino teachers teaching abroad?
4. Is there a significant relationship between the level of management competence of school principals and performance of teachers in instructional supervision?
5. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study adopted a descriptive-correlational research design to explore the relationship between the level of management competence of school principals and performance of teachers. Further, this study also identified challenges met by Filipino teachers teaching abroad to have an eye opener for teachers planning to work abroad for them to be ready and aware of the experiences of the teachers. This study is descriptive in the sense that the researcher employed research evaluation to determine the level of management competence of school principals, performance and challenges met by Filipino teachers. As indicated by Cohen, Manion and Morrison (2007), the descriptive design identifies the opinions people hold about certain phenomena. In this study, the phenomena were the variables. Lastly, this study is correlational for it determined the significant relationship between the dependent and independent variables. The independent variable is the management competence of school principals, and the dependent variable is the performance of teacher. This study was conducted in Alchesay High School, Whiteriver Unified School District, Arizona. Eighteen (18) teachers and 3 school principals involved in this study. The instrument used in this study is a 24-items survey questionnaire entitled “Principals’ Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)” used by Akinfolarin Akinwale Victor in his study on Analysis of Principal’s Managerial Competencies of School Resources in Secondary Schools in Anambra State, Nigeria. Each of the items is structured on a 4- point liked-scale namely, Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D). This is used to measure the level of management competency of school principals in terms of human, material, and financial resources management. Teacher-respondents did the accomplishments of the survey questionnaire based on observations among their school principals. Moreover, to measure the performance of teachers, the researcher utilized the prescribed tool used by the school principals in the identified school in conducting instructional supervision. This is a school-based tool which described the professional knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment and professionalism. This is 48-item indicators which can be answered using a Four-Point Likert Scale where 4 means Highly Evident, 3 means Evident, 2 means Moderately Evident and 1 means Not Evident. This survey is accomplished by the school principals of the school during the conduct of instructional supervision.

Sampling. The respondents of this study were eighteen (18) teachers, and 3 school principals working in the identified school in Arizona. Complete enumeration was employed in choosing the respondents of the study.

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 Director for permission to proceed with data collection from identified respondents. Following approval from the Director, permission letters were also submitted to the School Principals and teachers. Upon receiving approvals, the researcher proceeded with data gathering activities. An orientation session was conducted to 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. The accomplished tool on instructional supervision was gathered also. 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 utilization of the survey questionnaire used in the study, it was observed and made sure that the use of offensive, discriminatory, or other unacceptable language were 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 teacher and school principals’ 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 evaluated the level of management competence of school principals, level of performance and extent of challenges met by Filipino teachers. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

Table 1-A
Management Competence of School Heads in terms of Human Resource Management

A	Human Resource Management	Weighted Mean	Interpretation	Interpretation
1	Delegation of tasks to teachers to give them sense of responsibility	3.80	Strongly Agree	Very High
2	Involving teachers in decision making for school improvement.	3.76	Strongly Agree	Very High
3	Ensuring teachers' and students' discipline	3.76	Strongly Agree	Very High
4	Organizing seminars and workshops for professional advancement of teachers	3.60	Strongly Agree	Very High
5	Providing incentives for teachers to increase their motivation to work	3.68	Strongly Agree	Very High
6	Appraising staff to improve their job performance	3.57	Strongly Agree	Very High
7	Providing incentives to students to improve academic performance	3.65	Strongly Agree	Very High
8	Orientating new staff and students on school activities and goals	3.56	Strongly Agree	Very High
9	Promoting teachers' welfare to increase their commitment to instructional tasks	3.41	Strongly Agree	Very High
10	Supervising teachers' and students to render professional guidance.	3.65	Strongly Agree	Very High
	Grand Mean	3.64	Strongly Agree	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

Table 1-A assesses the quality of management ability of school principals in managing the school based on weighted mean scores to evaluate different indicators. The results indicate that the quality of management ability of school principals in terms of human resource management got an average weighted mean of 3.64,

rated as "Very High." This indicates that teachers strongly agree that the school principals undertook the indicators shown in handling the school and the individuals in the organization. This suggests that teachers view their principals as effective in handling staff, delegating tasks, and creating a well-organized organizational setting. The measure that defines "Delegation of tasks to teachers to give them a sense of responsibility" had the highest mean of 3.80 (Very High), indicating that school principals oriented prospective teachers in management activities and tasks. It shows that school principals engage teachers actively in management tasks. This increases teachers' leadership abilities and leads to a more participative and empowered work culture. It implies that principals identify and foster teacher potential, resulting in better decision-making and school functioning. "Promoting teachers' welfare to increase their commitment to instructional tasks" also achieved the lowest mean of 3.41 (Very High). Although it has the lowest score, it is still in the high category. Providing competitive incentives, mental health care, and professional development opportunities could increase teachers' dedication and satisfaction, improving teaching quality.

Table 1-B
Management Competence of School Heads in terms of Material Resource Management

B	Human Resource Management	Weighted Mean	Interpretation	Interpretation
1	Procurement of physical and instructional materials for teaching and learning	3.75	Strongly Agree	Very High
2	Ensuring regular school cleanup for conducive leaning environment	3.65	Strongly Agree	Very High
3	Enforcing punishment on teachers and students' who vandalizes school facilities	3.50	Strongly Agree	Very High
4	Maintaining instructional materials for instructional improvement	3.61	Strongly Agree	Very High
5	Proving e-library facilities to aid teachers' and students' research	3.52	Strongly Agree	Very High
6	Equipping classrooms and offices with needed furniture	3.40	Strongly Agree	Very High
7	Inculcating maintenance culture in school through proper orientation of staff and students'	3.75	Strongly Agree	Very High
8	Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school.	3.85	Strongly Agree	Very High
9	Spearhead in the maintenance and beautification of the school.	3.65	Strongly Agree	Very High
10	Sources materials for the improvement of teaching-learning and physical aspects of the school.	3.75	Strongly Agree	Very High
	Grand Mean	3.64	Strongly Agree	Very High

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

Table 1-B evaluates the school principals' ability to manage the school using weighted mean scores to compare various indicators. The findings reveal that school principals' material resource management capability has a quality rated "Very High" at 3.64, on an average weighted mean. This shows that the teacher agree that the principals effectively offer and sustain required learning facilitates to execute and implement teaching and learning tasks. This implies that teachers consider their principals effective in providing learning materials for developing teaching and learning activities. The indicator with the highest mean of 3.85 (Very High) stated, Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school." This implies that school principals are advocating for a class suitable for teaching and learning through the availability of learning materials and other items required to decorate the classroom and make it a class home for teachers and learners. This indicates that maintenance and infrastructure improvement are the school principals' priorities, such that they provide a safe, clean, and supportive learning environment. This further means that budget planning and allocation are effectively done, enhancing school facilities for effective teaching and learning. "Equipping classrooms and offices with needed furniture " also achieved the lowest mean of 3.40 (Very High). Although it has the lowest score, it is still in the very high category. This means that while the principals are keenly offering class furniture, there may still be room for change, such as ensuring sufficiency, access, and ergonomically sufficient furniture for students and staff. The lower rating in the provision of furniture implies that although schools are being supplied, there could be issues of availability, comfort, or distribution of these materials. Principals must undertake regular stock checks and solicit teachers' opinions to ensure that classroom and office furniture is adequate for students and teachers. Though school maintenance and repair are prioritized, principals should ensure that classroom resources and instructional materials are sufficient and current. A more equitable resource management plan will improve physical facilities and instructional quality.

Table 1-C
Management Competence of School Heads in terms of Financial Resource Management

C	Human Resource Management	Weighted Mean	Interpretation	Interpretation
1	Prioritizing financial allocation according to school needs	3.60	Strongly Agree	Very High
2	Joint preparation of school budgets with teachers and PTA.	3.51	Strongly Agree	Very High
3	Keeping accurate financial information of the school.	3.60	Strongly Agree	Very High
4	Ensuring accountability in all school expenditures.	3.51	Strongly Agree	Very High
5	Generating funds for school improvement	3.41	Strongly Agree	Very High
6	Carrying out monthly audit of school budget.	3.42	Strongly Agree	Very High
7	Adopting cost saving strategies.	3.60	Strongly Agree	Very High
8	Possess transparency of school funds including that of the school MOOE funds.	3.61	Strongly Agree	Very High
9	Responsible in the preparation of liquidation reports.	3.51	Strongly Agree	Very High
10	Maximum utilization of school funds.	3.55	Strongly Agree	Very High
	Grand Mean	3.53	Strongly Agree	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

Table 1-C measures the school principals' capacity to run the school with weighted mean scores to contrast different indicators. The results measured school principals' capacities for managing financial resources, and the average weighted mean was 3.53 (Very High). This shows that teachers overwhelmingly agree that their school principals exhibit strong financial management competencies in managing and utilizing school funds. The attribute acquires the most significant mean score of 3.61 (Very High) and states, "School Principals are transparent on school funds including the school MOOE funds." It implies that the school principals prefer financial transparency and accountability, notably in ensuring sound management of the schools Maintenance and Other Operating Expenses (MOOE). This entails the principals enforcing ethically grounded expenditure practices, clearly stating spending disbursements, and appropriating funds to ensure utilization for conducting operations. The excellence in on-fund transparency indicates that school principals have put adequate measures of financial accountability in place. It is crucial to keep this trust intact by constantly involving stakeholders, teachers, and parents in finance planning dialogue and practicing transparent reporting of the use of funds. The indicator that "School Principal Generate funds for school improvement" has the lowest mean of 3.41 (Very High) in how finance is managed at school. This means that as much as school principals are in a position to handle available finance, there are possible constraints to fundraising efforts or seeking other potential sources of financing for school expansion.

Table 2
Performance of Teachers

A.	PROFESSIONAL KNOWLEDGE	Weighted Mean	Description	Interpretation
1	Effectively addresses appropriate curriculum standards.	2.89	Evident	High
2	Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	2.85	Evident	High
3	Demonstrates skills relevant to the subject area(s) taught.	2.52	Evident	High
4	Demonstrates intellectual, social, emotional, and physical development of the age group.	3.00	Evident	High
5	Key content elements and facilitates students' use of higher-level thinking skills in instruction.	2.80	Evident	High
6	Demonstrates an accurate knowledge of the subject matter.	2.71	Evident	High
7	Bases instruction on goals that reflect high expectations and understanding of the subject.	2.87	Evident	High
	AVERAGE	2.81	Evident	High
B	INSTRUCTIONAL PLANNING			
8	Uses student learning data from a variety of sources to guide planning of instruction and intervention.	2.52	Evident	High
9	Uses multiple sources of student data to guide planning.	2.80	Evident	High
10	Plans time realistically for pacing, content mastery, and transitions	3.10	Evident	High
11	Develops appropriate long-and short-range plans and adapts plans when needed.	2.90	Evident	High

12	Develops articulate substitute lesson plans.	2.89	Evident	High
13	Plans time realistically for pacing, content mastery, transitions and learning progressions.	2.88	Evident	High
14	Aligns learning goals, success criteria, and formative assessment to the school's curriculum and student learning needs.	2.95	Evident	High
15	Plans for differentiated instruction.	3.10	Evident	High
16	Aligns lesson objectives to the district's curriculum and student learning needs.	3.20	Evident	High
	AVERAGE	2.93	Evident	High
C	INSTRUCTIONAL DELIVERY			
17	Engages and maintains students in active learning.	2.70	Evident	High
18	Uses a variety of effective instructional strategies and resources.	2.67	Evident	High
19	Incorporates instructional technology to enhance student learning.	2.65	Evident	High
20	Communicates clearly and checks for understanding.	2.80	Evident	High
21	Builds upon students' existing knowledge and skills.	2.82	Evident	High
22	Reinforces learning goals and success criteria consistently throughout the lesson.	3.0	Evident	High
23	Differentiates instruction to meet students' needs.	3.10	Evident	High
24	Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.	2.89	Evident	High
	AVERAGE	2.83	Evident	High
D	ASSESSMENT OF AND FOR LEARNING			
25	Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.	2.61	Evident	High
26	Uses a variety of assessment strategies and instruments	2.65	Evident	High
27	Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.	2.78	Evident	High
28	Gives constructive, frequent, and timely feedback to students and their learning.	2.90	Evident	High
29	Involves students in setting learning goals and success criteria and monitoring their own progress.	3.0	Evident	High
30	Aligns student assessment with established curriculum standards at benchmarks.	3.10	Evident	High
31	Uses assessment tools for both formative and summative purpose to inform, guide, and adjust students' learning.	3.05	Evident	High
32	Elicits evidence and gives constructive and frequent feedback to students on their learning.	3.00	Evident	High
	AVERAGE	2.89	Evident	High
E	LEARNING ENVIRONMENT			
33	Arranges the classroom to maximize learning while providing a safe environment.	2.90	Evident	High
34	Maximizes instructional time and minimizes disruptions.	2.95	Evident	High
35	Promotes cultural sensitivity and respects student diversity.	2.90	Evident	High

36	Establishes clear expectations for classroom rules and procedures early in the school year and enforces them consistently and fairly.	2.80	Evident	High
37	Establishes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic.	2.70	Evident	High
38	Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.	2.75	Evident	High
39	Actively listens and responds to students appropriately.	2.65	Evident	High
AVERAGE		2.81	Evident	High
F	PROFESSIONALISM			
40	Collaborates and communicates effectively with all the available tools within the school community to promote students' well-being and success.	2.70	Evident	High
41	Adheres to federal and state laws, district and school policies and procedures, and ethical guidelines.	2.60	Evident	High
42	Works in a collegial and collaborative manner with administrators, other school personnel and the community.	2.60	Evident	High
43	Serves as a contributing member of the schools' professional learning community through collaboration with teaching colleagues.	2.65	Evident	High
44	Engages in activities outside the classroom intended for school and student enhancement.	2.55	Evident	High
45	Builds positive and professional relationships with parents/guardians through frequent, timely and effective communication concerning students' progress.	2.90	Evident	High
46	Incorporates learning from professional growth opportunities into instructional practice.	2.80	Evident	High
47	Sets goals for improvement of knowledge and skills.	2.85	Evident	High
48	Demonstrates consistent mastery of standard oral and written English in all communications.	2.85	Evident	High
AVERAGE		2.72	Evident	High
GRAND MEAN		2.83	Evident	High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
3.26-4.00	Highly Evident	Very High
2.51-3.25	Evident	High
1.76-2.50	Moderately Evident	Low
1.00-1.75	Not Evident	Very Low

Table 2 evaluates the level of performance of teachers in instructional supervision conducted by school principals. It was revealed on the table that the level of performance of teachers on instructional supervision conducted by the school principals received a grand mean of 2.83 (High). It was also shown on the table that among the areas of instructional supervision, the average weighted mean of Professional Knowledge (2.81, High), Instructional Planning (2.93, High), Instructional Delivery (2.83, High), Assessment of and for Learning (2.89, High), Learning Environment (2.81, High) and Professionalism (2.72, High).

Table 3
Challenges of Filipino Teachers Abroad

Rank	Challenges	No. of Teachers Answered	Percentage (%)
1	Homesickness	15	83
2	Classroom Management	12	67
3	Cultural Adjustment	11	61
4	Language Barriers	10	56
5	Legal and VISA Issues	9	50
6	Workload and Expectations	5	28
7	Workplace Discrimination	4	22
8	Credential Recognition	3	17
9	Salary and Benefits	1	6
10	Limited Support System	1	6

Table 3 assesses the extent of challenges met by Filipino teachers teaching abroad. It was shown on the table that among the 18 teacher-respondents, 15 (83%) revealed of homesickness as the highest challenge they met. Sixty-Seven (67%) of the Filipino teacher-respondents had trouble in managing the classroom while 61% (12) have difficulty in adjusting American culture. Further, 10 (56%) revealed that they had experienced language barriers, while 9 (50%) had VISA and other legal issues. There 5 (28%) assess that they had difficulty on workload and expectations of being in the place. Four (22%) experienced workplace discrimination and 3 (17%) had credential recognition issues. Among the 18 Filipino-teacher respondents, 1 (6%) revealed issues on salary and benefits and limited support system.

Table 4
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Human Resource Management vs Performance	0.52	2.998	2.664	Reject Ho	Significant Relationship (Moderate)
Material Resource Management vs Performance	0.52	2.998	2.664	Reject Ho	Significant Relationship (Moderate)
Financial Resource Management and Performance	0.54	3.124	2.664	Reject Ho	Significant Relationship (Moderate)

Table 4 presents the results of tests examining the relationships between various variables (management competence of school principals) and level of performance of teachers. Every correlation coefficient (r) shows moderately significant relationship: Human Resource Management of School Principals ($r=0.52$), Material Resource Management ($r=0.52$), Financial Resource Management of School Principals ($r=0.54$) and level of performance of teachers in instructional supervision and computed values (2.998, 2.998 & 3.124) exceed the critical value of 2.664 at a significance

level of 0.05, which result in the rejection of the null hypothesis (H_0) and confirming a statistically significant relationship between the management competence of school principals in terms of human, material and financial resource management and level of performance of teachers in instructional supervision. This validates that school principals' handling of human, material, and financial resources significantly affects teachers' instructional supervision performance. As human resources management is moderately positively correlated with teacher performance, principals must continually support, guide, and empower teachers. The results identify that principals' effectiveness in handling material resources (e.g., classroom facilities, teaching materials, and technology) positively affects teachers' instructional performance. Financial resource management had the highest correlation ($r=0.54$) with teachers' performance, indicating how vital budget preparation and fund management are in enhancing instructional supervision. Generally, even though the correlations are moderate, they are significant statistically. Thus, effective school administration and resource management have a direct impact on enhancing teaching performance.

IV. CONCLUSION

According to the data analyses provided by the respondents, the management capability of school principals in human, material, and financial resources and the performance level of teachers in instructional supervision was found to be high. This finding supports that efficiency in handling school resources influences teachers' performance positively. Thus, according to statistical information, the research established a moderate relationship between school principals' management capability in human, material and financial resources and teacher performance. Notwithstanding the moderate relationship professed, Filipino teachers have challenges. The challenges had been the basis of the teachers' strengths and always do their best to prove that employing them is not a liability. By building a more substantial human resource practice, enhancing resource distribution, and promoting financial transparency, school principals can develop a more productive instructional atmosphere, resulting in improved learners' learning outcomes and overall school performance by overcoming the difficulties experienced by teachers.

V. RECOMMENDATIONS

1. Apply the suggested instructional supervision plan developed to attain the desired objective of the study.
2. Facilitate professional growth by conducting regular training programs, coaching, and mentoring for teachers.
3. Foster collaborative leadership by engaging teachers in decision-making to ensure ownership and responsibility.
4. Practice a recognition and reward system to encourage teachers and enhance their dedication to instructional supervision.
5. Foster teachers' well-being by facilitating supportive workplace policies to maintain a healthy work-life balance.
6. Provide sufficient instructional resources like books, technology, and learning aids for effective teaching.
7. Set the maintenance of classrooms and infrastructure development as a priority to develop an effective learning environment.
8. Adopt a transparent resource allocation system to make school materials available equally.
9. Foster innovation in the use of resources by incorporating digital resources and alternative instructional materials wherever necessary.
10. Provide financial transparency through frequent audits and financial reporting to stakeholders.

11. Budget strategically to invest in teacher training, instructional resources, and classroom development.

12. Future researchers are advised to repeat this study to include various locales and incorporate variables other than those listed.

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AUTHOR'S PROFILE



ANDREA M. CALABIA

Andrea M. Calabria, born in October 29, 1998 in Ormoc City is a dedicated educator with a passion for school leadership and academic excellence. She is currently a cultural exchange teacher at Alchesay High School, where she teaches Grade 9 students. Her journey in education began in Seguinon National High School as one of the schools in her community in the Philippines under the supervision of Department of Education. With several years of experience in the education sector, Andrea has been involved in both classroom instruction and administrative roles, giving him a well-rounded perspective on school management and teacher performance.

She is pursuing her master's degree in education, majoring in School Administration and Supervision, at Western Leyte College of Ormoc City where his research focuses on the competencies of school heads and their impact on the performance of high school teachers. Her academic interests include educational leadership, teacher development, and school management.

Andrea believes that effective school leadership is key to fostering a positive learning environment, enhancing teacher performance, and improving student outcomes. She is committed to contributing valuable insights and practical solutions to the field of educational management.

Outside of her professional and academic pursuits, Andrea enjoys reading, exploring cultural experiences, and engaging in community outreach programs. She is also actively involved in professional development initiatives to further his expertise in education.

Currently, Andrea is teaching Algebra 1 & 2 to 9th and 11th graders in Alchesay High School. She firmly believes in the power of effective school leadership to create a supportive learning environment and drive both teacher and student success. She is committed to making meaningful contributions to the field of educational management through her research and practical experience.