

Management Competencies of School Heads in Elementary Schools in the First Congressional District of Samar

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Abstract — The role of school heads as instructional supervisors is central to the success of schools, particularly in rural districts such in first congressional district of Samar. Effective instructional supervision enhances teaching practices, supports professional development, and improves student learning outcomes. While school heads in rural areas face numerous challenges, including geographic isolation and resource limitations, their commitment to instructional leadership can make a significant difference in the quality of education provided to students. This study examined the management competencies of school heads in Samar's First Congressional District. Findings revealed a primarily male, experienced demographic (mostly aged 35-41, with 70.70% male and 64.00% married), acquiring comprehensive academic credentials (mostly Master's degrees). School heads demonstrated high overall performance ratings across leadership, school management, community engagement, instructional leadership, professionalism, ethics,

and student-centered focus. However, variations were notable in the application of these competencies. Specifically, while instructional leadership practices were strong, variability existed in their application. Similarly, operational management, community engagement, ethical behavior, and student-centered leadership showed high overall effectiveness but lacked continuous implementation across all school heads. The study concluded that while the school heads' profile (age, gender, education) showed limited impact on their competencies, further research is needed to identify other influencing factors. Recommendations include tailored programs to increase female representation in school leadership, professional development focusing on consistent application of best practices across all competency areas, and mentorship programs to facilitate knowledge sharing and address performance inconsistencies. These initiatives aim to boost the overall productivity of school leadership in the district.

Keywords — Management Competencies, School Heads Demographic, Leadership, Professional Development

I. Introduction

Never before have educational institutions played such a crucial role in this situation. Rapid technological development and the demands of a globally interconnected society have changed what schools and universities are expected to do. These days, they are expected to produce graduates with 21st-century skills in addition to imparting knowledge. These skills, which are becoming more and more essential in today's workplaces, include problem-solving, creativity, critical thinking, collaboration, and digital literacy. However, access to contemporary technologies and the enhancement of physical infrastructure are not enough to promote these competencies. The need for a skilled and qualified teaching workforce is at the core of this change. Being at the forefront of education, teachers have a big say in how well students do. It is commonly acknowledged that ongoing efforts to increase teachers' competency are necessary to raise student achievement. Maisyaroh, Hardika, Valdez, Solaiman, and Canapi (2018) contend that supportive and organized school head management is one of the best ways to increase teacher competency. These kinds of programs are essential for helping teachers grow professionally, keeping them abreast of the most recent pedagogical approaches, and enabling them to use technology to improve student learning in the classroom.

Accordingly, academics such as Ebele and Ofu (2017) emphasize how crucial a country's school management system is in assessing the calibre of its educational system. The importance of school management to the success of educational systems is highlighted by their claim that "the standard of education of a nation can hardly be better than the standard of its supervisory process/system." Student outcomes are impacted by the quality of teaching and learning, which is directly influenced by the degree and rigour of school management. In addition to providing adequate training, efficient school management procedures guarantee that educators are regularly observed and assisted in their endeavours to provide top-notch instruction.

These procedures can support innovation, fill in gaps in teaching approaches, and give teachers timely feedback—all of which improve students' educational experiences. The findings of the Program for International Student Assessment (PISA), a global study carried out by the Organization for Economic Cooperation and Development (OECD), further demonstrate the relationship between school supervision and educational quality. One of the most thorough tests in the world, PISA gauges how well 15-year-old students can use their reading, science, and math knowledge to solve problems in the real world. PISA results serve as a standard for policymakers and offer insightful information about how well national educational systems are performing. The issues facing the Philippine educational system were highlighted by the 2018 PISA results, which were made public in December 2019. While the Philippines performed second to last in science and mathematics, it ranked lowest in reading among the 79 participating nations. This performance sparked worries about the persistent problems in the Philippine educational system, especially with regard to the standard of instruction and the sufficiency of instructional supervision. In their study on the factors influencing the test scores of 15-year-old Filipino students as measured by PISA, Orbeta, Melad, and Potestad (2020) pointed out that these findings supported a "unexpressed suspicion that there is a long-standing problem of quality of education in the country," underscoring the necessity of systemic changes.

However, while global studies and assessments like PISA provide a broad understanding of educational challenges, there is a gap in research on the specific supervisory practices of school heads at the local level, particularly in rural districts. Existing studies primarily focus on larger, urbanized settings, leaving an unaddressed need for research on the management competencies of school heads in smaller, rural districts. One such district is Almagro District in the Division of Samar, where instructional supervision practices have yet to be comprehensively studied. This gap is critical as rural districts face unique challenges, such as limited resources and a different demographic of students, which may affect the effectiveness of school heads management practices. This study seeks to address the lack of focused research on how school heads in rural districts like Almagro managerial tasks such as instructional supervision, allocation and budgeting of school resources, enhancing teaching practices in their schools, etc. There is little literature on the management competencies of school heads in the First Congressional District of Samar, which this study aims to explore.

More so, another gap to be considered is to examine how the insufficient resources in rural districts influence the implementation and effectiveness of school management practices. This involves discovering the efficient management of school operations, including scheduling, resource allocation, and administrative tasks. Additionally, the students in the first congressional districts mostly have their unique demographic characteristics as rural learners that may influence the managerial tasks of the school heads where the primary contributors are factors such as socioeconomic status, cultural diversity, and language barriers.

On the other hand, the gaps that talk about the professional development opportunities of the school heads confined in the First Districts of Samar are mostly far from the urban school areas. Rural Districts' availability and accessibility of professional development opportunities can establish how these opportunities affect their ability to effectively manage school, supervise, and support teachers. Furthermore, the research gaps require a comparative analysis of the school heads managerial competencies in the rural and urban districts. Notably, urban school heads have different managerial skills compared to the school heads assigned in rural schools. Attending the research gaps mentioned in the study will give a valuable understanding in augmenting how school leaders supervise.

The study aims to determine the management competencies of school heads in elementary schools in the first congressional district of Samar- including Calbayog City and other municipalities such as Almagro, Gandara, Matuginao, Pagsanghan, San Jorge, Santa Margarita, Santo Niño, Tagapul-an, and Tarangnan. This study will be held for the school year 2024-2025. By doing so, this research seeks to provide insights into the current competencies of school heads, and how their practices may be enhanced to improve teaching-learning processes and ultimately boost students' academic performance in the district. As the world continues to shift toward Industrial Revolution 5.0, the role of education remains central to human progress. Educational institutions must evolve by transforming their practices, investing in teacher development, and fostering environments that promote innovation, critical thinking, and digital literacy. By doing so, they will not only help students succeed in the classroom but also equip them with the skills necessary to navigate the challenges of the twenty-first century.

Literature Review

Asyari et al. looked at the study on school principals' managerial competency in raising the calibre of institutions. al. (2024). They asserted that a school's ability to advance is dependent on its leader or principal's competence because the principal's managerial skills are directly linked to the school's success and advancement as an educational institution. In their study, they found out that the managerial competence of the principal in improving the quality of the institution at SDIT Laa Tahzan, Citra Raya Tangerang has had a good impact on the progress of the school because the principal at the school has the maximum managerial ability and can apply it optimally which includes; 1) Conceptual skills, in this case, the principal can carry out school planning and curriculum development by national education objectives, 2) Human relations skills, in this case, the principal can utilize teachers and staff and build good relationships with school residents and residents around the school, 3) Technical skills), in this case, the principal can manage the resources in the school optimally, and can supervise and organize all forms of activities carried out. However, even though the principal has been able to manage human resources, he is still unable to manage or utilize the web-based school information system to help facilitate and support the achievement of school goals.

Regarding the age distribution of school heads, Kwame Bedi and Kukemelk's (2021) study on the Influence of Age and School Type on Reform Practices Performed by School Heads discovered that age was a significant deterrent to reform implementation. This indicates that compared to older school heads, younger school heads were more likely to carry out reform-related tasks. In essence, younger leaders were more active in this area, and age had a negative impact on the likelihood of implementing reform practices.

In terms of civil status among school leaders, the analysis in the study of Cevik & Doğan (2025) showed that factors such as level of education, educational status, and marital status did not significantly affect psychological resilience in the model. Specifically, the results indicated that changes in these variables (with their respective coefficients and confidence intervals) did not lead to meaningful differences in psychological resilience, as all p-values were greater than 0.05, indicating no statistical significance.

However, one of the main causes of school principals' resignations is inadequate pay. These were the results of the Principal Turnover: Insights from Current Principals study conducted by Levin et al. in 2019. Studies have shown that when successful principals leave their positions, student achievement and school performance suffer. In order to determine the reasons behind and effects of principal turnover across the country, the Learning Policy Institute (LPI) and the National Association of Secondary School Principals (NASSP) collaborated on a comprehensive research project in 2019–2020. They determined that there are five primary reasons why principals quit their positions: insufficient training and professional growth, unfavorable working conditions, low pay, no decision-making power, and inefficient accountability procedures. Thus, school principals claim that they need better training, good support teams and resources, fair pay, the power to make decisions, and helpful feedback on their performance.

Sulastri, Syahril, and Adi's (2020) study, *Optimising the Vision and Mission of Schools in Learning Leadership Based on Action Learning Schools*, describes and analyses the implementation of schools' mission and vision in school management. It reveals the concept of leadership, which means the ability to influence, motivate, invite, and direct others to a predetermined goal. This study summarizes regarding management competence of school heads with regard to vision and mission. They contend that without followers, leadership is meaningless and that followers without leaders will be irrational and corrupt. Giving subordinates authority is only one aspect of leadership; another is transferring that authority.

Different supervisory models that adjust to teachers' developmental stages and instructional needs were described by Glickman (n.d.). He presents three fundamental methods of supervision that are appropriate for various learning philosophies: directive, collaborative, and nondirective. These models assist supervisors in effectively fostering growth by aligning their tactics with the changing needs of teachers. Additionally, Glickman offers a framework for determining a teacher's developmental stage as well as a self-assessment tool that allows supervisors to evaluate their methods and match them with the advancement of their staff members. According to Lerra (2016),

developmental supervision is another popular model that is used to support teachers' instructional improvement. She critically reviewed various supervisory methods like nondirective, directive, and collaborative approaches, and how they can be adapted to meet the individual needs of teachers at different stages of their professional development. This approach recognizes that teachers are at different stages of professional development and, therefore, require varying levels of support and guidance. School heads who adopt this model tailor their supervisory practices to meet the individual needs of teachers, helping them progress in their instructional competencies and emphasizing personalized supervision strategies and reflective practices to maximize teacher growth and effectiveness. The study explores whether this approach can accurately assess and enhance teaching abilities, especially by distinguishing between novice and experienced educators. It also examines how developmental supervision fosters targeted professional growth, aiming to improve instructional methods through differentiated support, feedback, and reflection.

In the Almagro District, where geographic isolation and infrastructural challenges are prevalent, school heads may encounter difficulties in maintaining consistent supervision of classroom instruction. This notion is supported by the study of Taolea, et.al., (2024) in their investigation of Instructional Leadership Challenges in Rural Multigrade Schools. The findings show that principals in rural multigrade schools do not participate in induction training to equip them with the knowledge and skills to commence their roles as principals. As a result, they struggle to balance their teaching and management roles. However, fostering teamwork with teachers may be a strategy that could assist principals in managing and successfully executing their duties. Lack of access to technological resources and staffing are serious concerns for the participants in their aim to provide quality education. Active parental involvement supports principals and teachers in their multigrade rural context. This study recommends that principals should undergo training for their role as principals in rural multigrade schools and training on multigrade pedagogies is recommended for both principals and teachers. Understanding the challenges that principals in rural multigrade schools experience could help policymakers establish relevant policies that address leadership issues in rural schools.

Lopera & Atutubo (2022) looked at one study regarding the efficacy of school heads' management strategies in supervision management. The results showed that, according to teachers' and school heads' perceptions, the average level of effectiveness of their management strategies, instructional management, and learning assessment is higher (ME). Regarding instructional management techniques and learning assessment, there is no discernible difference between the opinions of school administrators and teachers. A seminar workshop on school heads' least-practiced management strategies is the suggested output based on the study's findings. Conclusions were drawn that the school heads and teachers have similar perceptions in terms of their beliefs and understanding of the level of management strategies along with instructional management and assessment for learning. There is no significant difference in their perceptions. A seminar-workshop on the Least Practiced Management Strategies of School Heads focusing on Action Research with a sample model was proposed out of this study.

Lopera & Atutubo (2022) looked at one study regarding the efficacy of school heads' management strategies in instructional management. The results showed that, according to teachers' and school heads' perceptions, the average level of effectiveness of their management strategies, instructional management, and learning assessment is higher (ME). Regarding instructional management techniques and learning assessment, there is no discernible difference between the opinions of school administrators and teachers. A seminar workshop on school heads' least-practiced management strategies is the suggested output based on the study's findings. Conclusions were drawn that the school heads and teachers have similar perceptions in terms of their beliefs and understanding of the level of management strategies along with instructional management and assessment for learning. There is no significant difference in their perceptions. A seminar-workshop on the Least Practiced Management Strategies of School Heads focusing on Action Research with a sample model was proposed out of this study.

Educational research has extensively documented the connection between teacher performance and instructional supervisory practices. Improving teachers' performance and attitudes in the classroom requires effective supervision. A 5-point Likert-type scale questionnaire was used in a quantitative study by Hoque et al. (2020) to investigate the connections between secondary school teacher outcomes and supervisory practices. While supervisory practices and teachers' attitudes were moderate, directive supervision had a significant positive impact on both performance and attitudes, according to data from 200 teachers and 50 supervisors. These results show that in order to increase teaching effectiveness and raise educational outcomes, educational leaders must implement efficient supervisory techniques, especially directive approaches. Teachers who are regularly monitored and given feedback by school administrators are more likely to be satisfied with their jobs and perform better in their teaching responsibilities. This beneficial relationship results from the fact that instructional supervision gives teachers a sense of responsibility while simultaneously giving them the assistance they require to improve their methods of instruction. Baluyos et al. (2019), however, contend that job security and supervision satisfaction had a detrimental effect on performance. Creating faculty lounges to facilitate communication and improving teacher retention tactics with welfare packages were among the recommendations. Future studies ought to investigate other elements that affect teachers' effectiveness.

On the other hand, ineffective or inconsistent supervisory practices can negatively affect teacher performance. James (2024) noted that teachers who do not receive regular feedback or professional support often experience burnout and a lack of motivation. In the absence of clear guidance from school heads, teachers may struggle to implement new instructional strategies, leading to stagnation in their professional development.

In the context of the Division of Samar, particularly in rural districts like Almagro, instructional supervision remains a critical factor in improving educational quality. The Department of Education has acknowledged the need for capacity-building programs for school

heads in rural areas to equip them with the necessary skills to perform their supervisory functions effectively. Efforts have been made to provide professional development opportunities for school heads, including leadership training and seminars on instructional supervision.

Furthermore, the managerial skills of principals—such as organizing, planning, carrying out, and supervising school activities—act as crucial roadmaps for promoting educational advancement (Nargis et al., 2024). Better educational outcomes, enhanced teacher performance, efficient school governance, and the advancement of the educational environment are all greatly impacted by principals with strong managerial abilities. Teacher quality is being positively impacted by the principal's managerial skills (Laiv & Mardhatillah, 2022). The principals' leadership has been in line with the school's vision and mission, and they have successfully implemented curriculum programs. The principals encourage cooperation, coordination, and motivation between educators and learners by implementing open management principles. To improve overall teacher performance, school activities and resources must be regularly monitored, evaluated, and controlled. Presenting a working framework that aligns headteacher competencies with those in other professional fields highlights the adaptability and relevance of these competencies across different sectors.

Celestino (2024), who focused on how technological advancements change educational management, uncovered four main themes from the experiences of participants: embracing new technology, giving teachers digital tools, acquiring new systems, and resolving technology integration issues. Embracing change, encouraging digitization, and cultivating teamwork are important coping mechanisms. This emphasizes how crucial it is to develop resilience in school cultures, adapt teaching strategies to the digital age, and promote digital literacy. Visionary leadership is crucial for overseeing a smooth transition to Industry 4.0, as the study emphasizes the vital role that school administrators play in empowering and assisting teachers in adjusting to new educational technologies. These findings highlight the necessity for school administrators to train teachers to meet the changing technological demands in education, which is important for educational policy and practice.

Since principals' responsibilities now extend beyond traditional school management duties, continuing professional development (CPD) programs ought to place a greater emphasis on developing leadership abilities. This will help principals better meet the evolving demands of their roles (Purwanto et al., 2021). Additionally, Katuuk et al. (2019) found a strong correlation between the managerial competencies of principals and the effectiveness of SBM implementation. Nonetheless, the study discovered deficiencies in the principals' managerial, supervisory, leadership, and resource management abilities (including financial, social, material, and human resources). It came to the conclusion that strengthening these competencies is essential to increasing the efficacy of SBM implementation, and it suggested focused development in management, human resource development, and leadership.

II. Methodology

This chapter delves into the foundational aspects of the research design, outlining the methodologies employed to ensure robust and reliable results. This provides a comprehensive overview of the study's sample selection, detailing the criteria and processes used to gather participants, along with a clear description of the procedures followed throughout the research. It also highlights the specific measures utilized to collect and analyze data, ensuring that the findings are both valid and representative.

Procedures

The data gathering procedure for investigating school heads' management competencies in Elementary Schools in the First Congressional District of Samar, will begin with securing the necessary permits from the local Department of Education and the First District administration. A formal proposal detailing the study's objectives, methodology, and significance will be submitted to these authorities to obtain their approval. Once permissions are granted, the researcher will utilize a purposive sampling method 75 school heads. Data will be collected through structured surveys and interviews, with informed consent obtained from all participants to ensure confidentiality and ethical compliance. Finally, all data will be securely managed and analyzed to provide meaningful insights into instructional supervisory practices in the district.

Measures

The researcher-made survey questionnaire will be designed to gather comprehensive data on the profile of school heads in elementary schools in the First Congressional District of Samar. The first section will focus on demographic information, including age, gender, civil status, educational attainment, length of administrative experience, and related seminars and training attended. The second section of the questionnaire will determine the level of management competence of school heads in terms of leadership and vision, instructional leadership, school management operation, community and stakeholders' engagement, professionalism and ethics and students-centered focus. A Likert scale will be utilized for responses, allowing school heads to express their level of agreement or frequency of practices ranging from "strongly agree" to "strongly disagree."

Data Processing

This study will involve the use of both descriptive and inferential statistics to analyze the data. Descriptive statistics, such as frequency counts, percentages, means, and standard deviations, will be used to describe the profile of school heads and assess the levels of their management competencies across various areas. Inferential statistical methods, including Pearson's correlation or Spearman's rho, will be employed to determine if there are significant relationships between school heads' profiles and their management competencies. Additionally, t-tests or Analysis of Variance (ANOVA) will be applied to examine any significant differences in management

competencies based on the school heads' demographic characteristics. The results will be interpreted to provide insights for proposing an enhancement program to improve management competencies. This comprehensive statistical approach will provide a clear understanding of the relationships and differences among the variables studied.

III. Results and Discussion

Profile of the Respondents

The profile of the respondents in terms of age, gender, civil status, educational attainment, length of service, and related seminars/trainings attended reveals several important aspects of the school heads in elementary schools in the First Congressional District of Samar. Most respondents are between 35 and 41 years old, which suggests a balance of experience and energy, making them well-positioned to lead schools while adapting to modern educational challenges. The majority of the respondents are male (70.70%), highlighting a gender disparity in leadership roles, which points to the need for efforts aimed at encouraging more female educators to pursue administrative positions. In terms of civil status, most school heads are married (64%), indicating that they likely have strong family support systems, although the impact of family responsibilities on their professional roles may be worth exploring further. Educationally, the majority of school heads hold a Master's Degree (56%), demonstrating a high level of formal education, but the presence of a notable portion with only Master's Units suggests that there could be room for further professional and academic growth. With nearly half of the respondents (49.30%) having served in administrative roles for 10-19 years, and an almost equal number (50.70%) with less than 10 years of experience, it appears that school heads are relatively evenly split between seasoned professionals and those newer to leadership. This variability in experience may point to a need for targeted training for less experienced school heads. Regarding professional development, most respondents have attended regional seminars and trainings (42.70%), indicating strong local support for professional growth, but the relatively low number of those who have attended national-level training (21.30%) suggests a need to expand access to broader, more specialized development opportunities. Overall, these findings suggest that while the respondents possess a solid educational and professional foundation, there are areas where further support and development could enhance their leadership effectiveness.

Level Of Management Competence Of School Heads

The descriptive statistics on the level of management competence of school heads across four key areas such as Human Relations, Operational Aspects, Curriculum Enhancement, and Assessment of Learning Outcomes reveal a high level of proficiency in all aspects, with mean scores consistently falling within the "Exceptionally Competent" range. In terms of human relations, school heads demonstrate exceptional skills in informing teachers of their progress, discouraging professional jealousy, and maintaining a pleasing personality, with a strong emphasis

on effective communication and fairness in evaluations. Operationally, they excel at initiating research to improve instruction, conducting and organizing seminars, and serving as resource persons, with slight room for improvement in their roles as consultants. When it comes to curriculum enhancement, school heads are highly competent in implementing innovative teaching schemes, promoting effective teaching strategies, and ensuring the curriculum is monitored for better learning outcomes. Similarly, their ability to assess learning outcomes is equally commendable, with notable strengths in utilizing a range of assessment processes and aligning evaluations with the curriculum. The overall grand mean of 4.37 indicates that these school heads are exceptionally competent across all areas, reflecting their strong leadership capabilities. However, some indicators show slightly lower scores in areas such as localized curriculum and developing innovative assessment strategies, which could benefit from focused professional development programs. This explains the importance of continued growth and support to ensure that school heads can maintain their high level of competence and further enhance their leadership practices for the betterment of their schools and students.

Tests of Relationships and Differences of the Variables

The analysis of the relationship between the level of management competencies and the profile of school heads in elementary schools in the First Congressional District of Samar reveals some interesting insights. Table 13, the Model Summary Report, suggests a weak positive correlation between the two variables, with an R value of 0.305. This indicates that while there is a relationship, it is not particularly strong. The R Square value of 0.093 implies that only 9.3% of the variance in management competencies can be attributed to the school heads' profile. Furthermore, the Adjusted R Square value of 0.013, which adjusts for the number of predictors, shows that the profile variables have a minimal contribution to explaining the school heads' competencies. This suggests that other factors, beyond the personal profiles of the school heads, likely play a more significant role in determining their management competencies.

In addition, Table 15, the ANOVA analysis, further supports the idea that the school heads' profile does not significantly influence their management competencies. The p-value of 0.337, which is greater than the conventional 0.05 threshold, indicates that there is no statistically significant relationship between the two variables. This result leads to the conclusion that the personal attributes of the school heads, such as age, gender, civil status, and other demographic factors, do not significantly impact their management effectiveness. The residual sum of squares and mean square values reinforce the notion that much of the variability in competencies remains unexplained by these profile variables, urging further exploration of other potential factors that may contribute to the school heads' management competencies.

Table 15, which presents the multiple regression analysis, provides more detailed insights into the specific variables. The analysis shows that variables like age, gender, highest educational attainment, length of service, and seminars/trainings attended do not have a significant effect on the level of management competencies. This is reflected by the p-values for these variables being

greater than 0.05. However, civil status stands out as a significant predictor of management competencies, with a p-value of 0.024. The negative beta coefficient for civil status suggests that being married or having a different civil status could be associated with a decrease in management competencies. Although the relationship is statistically significant, the negative direction of the relationship warrants further investigation to understand the underlying reasons and implications of this finding.

Finally, the One-Way ANOVA test presented in Table 16 examines whether there are differences in the level of management competencies based on the profile of school heads. The results show that none of the profile variables such as age, gender, civil status, educational attainment, length of service, or seminars/trainings attended yield significant differences in the management competencies of school heads. All p-values exceed the 0.05 significance level, indicating that these factors do not contribute to explaining variations in the competencies of school heads. This suggests that while certain profile characteristics might seem to be linked to management competencies, they do not significantly influence the differences in competencies across the sample. This finding emphasizes the importance of exploring other factors, possibly related to the specific context of the school environment or leadership practices, that may better explain the variation in school heads' management competencies.

IV. Conclusion

In conclusion, the profile of the respondents in the First Congressional District of Samar provides a comprehensive understanding of the demographic and professional backgrounds of the school heads. The majority of the respondents are within the prime age range of 35-41 years, suggesting a balance of experience and vitality that positions them well for the challenges of educational leadership. Despite the relatively high level of formal education, with most holding a Master's Degree, the notable presence of those with only Master's Units indicates a potential opportunity for further academic and professional development. The gender disparity in leadership roles, with a significant majority of male school heads, calls attention to the need for initiatives aimed at encouraging more women to assume leadership positions. Additionally, the substantial number of school heads with 10-19 years of experience suggests that there is a solid foundation of seasoned leadership, but the equally significant proportion of newer school heads emphasizes the importance of targeted support and professional development for those with less experience.

The level of management competence displayed by the school heads is noteworthy, as the respondents exhibit exceptional proficiency in key areas such as human relations, operational aspects, curriculum enhancement, and assessment of learning outcomes. The consistently high scores across these areas suggest that the school heads are highly competent in their roles, demonstrating strong leadership in managing both people and processes. Their ability to foster positive relationships, lead operational initiatives, implement effective curricula, and assess

learning outcomes aligns with best practices in educational leadership. However, certain aspects, such as localized curriculum development and the innovation of assessment strategies, present opportunities for growth. The slight variability in these areas highlights the need for ongoing professional development to ensure that school heads continue to evolve their practices and meet the dynamic needs of their schools.

The tests of relationships and differences in the variables reveal that while there is a weak positive correlation between the level of management competencies and the profile of school heads, the relationship is not statistically significant. The findings from the Model Summary Report and the ANOVA analysis suggest that the personal attributes of school heads such as age, gender, civil status, educational attainment, and length of service do not substantially explain the variation in their management competencies. This underscores the complexity of leadership effectiveness, suggesting that other factors beyond the school heads' profiles likely contribute to their competency levels. The analysis also highlights that while civil status is a significant predictor of management competencies, the negative relationship observed with marriage or other civil statuses warrants further investigation to understand the underlying dynamics and implications.

In light of these findings, it is evident that while the demographic profile of school heads in the elementary schools in First Congressional District of Samar provides some insight into their backgrounds, it is not a strong determinant of their management competencies. The relatively low explanatory power of these profile variables indicates that other factors, possibly related to school culture, institutional support, or leadership practices, may play a more significant role in shaping the competencies of school heads. The results suggest the importance of continuing to explore and identify these other variables to ensure that the leadership potential of school heads is fully realized. Moreover, given the high level of management competence displayed by most respondents, ongoing professional development, particularly in areas identified as needing improvement, will be crucial for maintaining and further enhancing the effectiveness of school leadership in the region.

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