

SCHOOL HEADS ADMINISTRATIVE, SUPERVISORY AND FINANCIAL MANAGEMENT SKILLS IN RELATION TO TEACHERS' PERFORMANCE

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Abstract:

This study examined the relationship between school heads' administrative, supervisory, and financial management skills and teachers' performance, considering demographic variables such as age, highest educational attainment, and length of service. The research involved 130 respondents, assessing their competencies in Personnel Management, Community Partnership, Problem Solving, Support Materials Preparation, Curriculum Enhancement, Assessment, Planning, Monitoring, and Reporting. Results indicate that school heads exhibit high-level proficiency in all three skill domains, with administrative and supervisory capabilities demonstrating a significant relationship with teachers' performance. However, financial management skills did not show a direct correlation with teacher effectiveness, emphasizing the importance of instructional leadership over financial expertise in influencing educational outcomes. Additionally, there is a significant difference in school heads' problem-solving skills based on educational attainment and in their financial management skills across certain variables, while supervisory effectiveness remains consistent regardless of demographic differences. The study underscores the necessity for continuous professional development, leadership training, and targeted financial literacy initiatives to sustain high administrative performance and optimize instructional leadership in schools. These findings highlight the pivotal role of school heads in shaping institutional efficiency and teacher effectiveness, reinforcing the importance of strategic leadership development programs.

Keywords: school heads, administrative leadership, supervisory effectiveness, financial management skills, teachers' performance

Introduction:

Nature of the Problem

The process of improving the teaching-learning process through a network of cooperative activities and democratic relationships between those involved in teaching and learning is known as instructional supervision, and it is regarded as a crucial activity to achieve an effective education system (Esia-Donkoh and Baffoe, 2018). This is one of the key components of educational management. However, the driving cause behind improved teacher performance is frequently the supervising abilities of the school head. Students' academic performance will be impacted when school administrators empower and fully support their instructors (Goden et al., 2016).

Additionally, a key component of the role of school heads is financial management. A better and more efficient use of the school's financial resources results from the head of the institution's capacity to successfully manage its money. It is crucial that a school head understands how to allocate government financing in accordance with school priorities while staying within the parameters of established guidelines (Mpolokeng, 2016).

Because of their professional and personal training—or lack thereof—teachers' performance is a visible effect in the classroom. The average performance of instructors in the same district where the responder works is quite excellent. However, with the correct direction and technical support, they still have a great deal of room to grow. The performance of teachers is a visible effect of their professional and personal training—or lack thereof—in the classroom. Teachers' average performance is extremely satisfactory in the same district where the respondent works. In any case, they still have a great deal of potential to get better with the correct direction and technical support.

The researcher is skilled at her oversight responsibilities because she is a Public Schools District Supervisor herself. She noticed the differences in the performance of various schools when interacting with school administrators and keeping an eye on the schools. She noticed that certain school administrators were less cooperative and less

considerate of the needs of the teachers leading a fierce academic struggle. Some just don't have a rigorous curriculum, while others have poorer communication skills. The researcher was inspired to go deeper and carry out this investigation by all of these findings and more.

Current State of Knowledge

In USA, school administrators play a crucial role in making sure that the Teacher Advancement Program (TAP) is carried out every day at the school level. The role of school heads in the four TAP components is demonstrated through continuous applied professional development in addition to a variety of career pathways. In order to improve student accomplishment, TAP is a comprehensive system reform designed to train, inspire, hire, and retain top-notch teachers. The leaders of the schools play a key role in training and keeping these educators, which raises student achievement. Many states are using TAP and its pillars because they are having trouble keeping their current workforce (Moore, 2015).

Teacher development is often the duty of school heads. Lack of time is frequently cited as one of the reasons why this work cannot be completed successfully. Conferences and classroom visits, which are typically regarded as essential elements of teacher development, can take a lot of time. The issue therefore becomes how to make the best use of the school head's limited time. Could more benefits be achieved by dedicating all or at least the majority of that time to teacher-principal conferences intended to assist the teacher in identifying his or her own strengths and weaknesses, or is the widely used class visitation/post conference method the most effective? (Westerberg, 2013).

Zepda (2019) asserts that the principal's ability to supervise instruction is crucial to raising the standard of instruction in any school and helping students achieve academic success. Many stakeholders have highlighted the importance of instructional monitoring and are holding principals more and more responsible for the academic performance of their students. Principals are supposed to improve students' academic performance through instructional supervision, despite the fact that poor performance is being reported in schools. Although instructional supervision has been the subject of numerous studies, little research has been done on the connection between the variable and students' academic performance.

School heads also face numerous challenges in financial management, ranging from inadequate financial management skills, for instance, the incompetence of school financial statements preparation, failure to determine the cost variability and relevant costs, and financial shortages. According to Magak (2017), other financial difficulties include going over budget or occasionally not using the money allotted. Further issues include double-entry bookkeeping, underpayment of the bursar's salary, the use of inexperienced store and financial assistants, a lack of petty cash and supporting documentation, past-due school fees, and a weak procurement committee. These are just a handful of them. Despite several initiatives, school administrators still have difficulties in managing school finances, which has an impact on the standard of instruction in secondary schools (Radzi et al., 2018).

The inability of school finance managers to acquire, allocate, and use school funds effectively results in a lack of infrastructure, low staff morale, subpar school supervision, and subpar exam results for pupils (Ekundayo, 2018). The absence of a school bursar or even a lack of in-service training for school heads may be to blame for this. The majority of schools typically lack certified accountants because their bursars are regular instructors (Webber, 2019). It should be obvious that these are not professional accountants but rather skilled trainers.

In his study "Leadership Skills and Supervisory Effectiveness Of Elementary School Administrators," Espinosa (2016) discovered that, when the respondents were categorized as a whole and by variable gender, civil status, and length of teaching experience, the leadership skills of the elementary school administrators in the two districts of Dumangas, Iloilo City, were "very desirable." However, when it came to their educational attainment, master's degree-holding teachers described it as "desirable." When respondents were categorized based on factors such as gender, civil status, length of teaching experience, and educational level, the supervisory efficacy of the school administrators in the two districts was deemed "very effective."

Benedict (2018) examined how principals might improve teachers' professional development in secondary schools in Kenya's Kitui West district by acting as supervisors. In Kitui West District, the study focused on 5 district education personnel, 237 teachers, and 30 principals. The study's findings indicated that some principals needed to improve their abilities to supervise teachers. Additionally, it was discovered that HoDs and subject heads were frequently assigned supervisory tasks like reviewing teachers' records, visiting classrooms, and team teaching. The survey also found that among other things, teachers' negative attitudes toward supervision, financial constraints, heavy workloads, and restricted possibilities for professional development were the most frequent obstacles to administrators' supervisory roles.

Theoretical Underpinnings

This study was anchored on the following theories: The Administrative Theory of Management by Henri Fayol (1841-1925); Theory of Supervision by Stoltenberg and Delworth (1987) and the Theory of Financial Management by Ezra Solomon (1963).

French mining engineer Fayol documented his methods and practices before turning into a management theorist who impacted and influenced all earlier management theorists. Fayol established work groups or sub-teams to develop this theory, each having certain tasks to complete. Each team's unique and varied efforts contribute to the company's success. Fayol approached organizational efficiency from the top down. He thought that operational-level employees' productivity would eventually be impacted by how well management was organized. Fayol's administrative management theory contradicts the scientific management method, which assumed that increased worker productivity would result in increased managerial productivity. The following is a summary of the principles of Fayol's administrative management: division of labor, authority, discipline, unity of command, unity of direction, compensation, centralization, line of authority, order, equity, and stability of tenure.

According to Stoltenberg and Delworth's theory of supervision, the focus of supervisee training is informed by three (3) fundamental structures: first, self-awareness and others' awareness; second, motivation to develop specific processes; and third, the development of a balance between autonomy and dependency and the gradual reduction of dependency. The Integrated Development Model is the name given to this. Supervisors who see supervision solely through a developmental lens may undervalue the real duties required in clinical work. The supervisor may also lose sight of the broader developmental processes if they concentrate too much on the duties and tasks of supervision. If a supervisor wants to operate in the real world, they will probably want to extract the most practical ideas from a variety of models, the ones that best suit their own supervisory circumstances.

According to Solomon's theory of financial management, the efficient administration of financial resources is the only objective that continuously has social significance. Financial management, according to Ezra, is the effective utilization of capital funds, a significant economic resource. It takes a more acute and comprehensive supervisory experience to plan, control, and administer money. This study determines the financial management skills of school heads which is basically anchored in planning, monitoring and reporting. This theory is a crucial framework for this study because it takes into consideration a deeper understanding of how school heads manage the school's financial resources.

Objectives

This study aimed to determine the level of school heads administrative, supervisory and financial managements skills in relation to teachers' performance in one of the districts of a small-sized division in the southern part of Negros Occidental for the School Year 2021-2022. Specifically, this study sought to answer the following questions: 1) determine the profile of the respondents in terms of Age, Highest Educational Attainment, Length of Service; 2) determine the level of school heads' administrative skills in terms of: Personnel Management, Community Partnership, Problem Solving; 3) determine the level of school heads' supervisory skills in terms of Support Materials Preparation, Support Materials Preparation, Assessment; 4) determine the level of school heads financial management skills in terms of Planning, Monitoring and Reporting; 5) determine the level of teachers' performance during the school year 2020-2021 when grouped according to aforementioned variables; 6) determine if there was a significant difference in level of school heads' administrative skills when grouped and compared according to the aforementioned variables; 7) determine if there was a significant difference in the level of school heads' supervisory skills when grouped and compared according to aforementioned variables; 8) determine if there was a significant difference in the level of school heads financial management skills when grouped and compared according to aforementioned variables; 9) determine if there was a significant difference in the level of school heads financial management skills when grouped and compared according to aforementioned variables; 10) determine if there was a there a significant relationship between the school heads' administrative skills and teachers' performance; 11) determine if there was a significant relationship between the school heads supervisory skills and teachers' performance; 12) determine if there a significant relationship between the school heads financial management skills and teachers' performance.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study used descriptive research design to determine the level of school heads administrative, supervisory and financial managements skills in relation to teachers' performance in of the districts of a medium sized division in Central Philippines for the School Year 2021-2022. According to Ary (2017), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A

descriptive study determines and reports the way things are. Descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population.

Study Respondents

The respondents of the study were the 130 teachers from a district of a medium-sized division in central Philippines. Since the number of respondents is quite large to handle, stratified sampling and random sampling technique was used and using Cochran formula to find the sample size. The respondents were randomly selected by the researcher from each section using the lottery technique.

Instruments

To determine the level of school heads administrative, supervisory and financial managements skills in relation to teachers' performance this study made use of a self-made data gathering instrument which was subjected to Validity (4.71 - excellent) and Reliability testing (Administrative Skills - 0.927, interpreted as "very good"; Supervisory Skills - 0.855, interpreted as "good"; Financial Management Skills - 0.953, interpreted as "very good"). The questionnaire consisted of two parts: Part 1 gathered the respondents' socio-economic information, such as Age, Highest Educational Attainment, Length of Service. Part 2 contained a total of 63 line-items. There were 21-line items for each of these areas: administrative, supervisory and financial managements skills.

Data Gathering Procedure

In order to collect the data, a formal letter of communications was sent to the Schools Division Superintendent to inform the SDS on the purpose of the study, when and how the study will be conducted. The data gathering instrument was administered after the approval was secured and the copies of the instrument were retrieved after 3days After the collection of data, they were organized for statistical interpretation.

Data Analysis and Statistical Treatment

Objective No. 1 used descriptive analytical scheme and the statistical tools used were Frequency Count and Percentage Count to determine the profile of the respondents in terms of Age, Highest Educational Attainment, Length of Service.

Objective No. 2 also used descriptive analytical scheme and the statistical tool used was Mean to determine the level of school heads' administrative skills according to Personnel Management, Community Partnership, Problem Solving.

Objective No. 3 still used descriptive analytical scheme and the statistical tool used was Mean to determine the level of school heads' supervisory skills according to Support Materials Preparation, Support Materials Preparation, Assessment.

Objective No. 4 still used descriptive analytical scheme and the statistical tool used was Mean to determine the level of school heads' financial management skills according to Planning, Monitoring and Reporting.

Objective No. 5 used descriptive analytical scheme and the statistical tool used was Mean to determine the level of teachers' performance during the school year 2020-2021 when grouped according to aforementioned variables.

Objective No. 6 used comparative analytical scheme and the statistical tools used was Mann-Whitney U Test to determine if there was a significant difference in level of school heads' administrative skills when grouped and compared according to the aforementioned variables.

Objective No. 7 used comparative analytical scheme and the statistical tools used was Mann-Whitney U Test to determine if there was a significant difference in level of school heads' supervisory skills when grouped and compared according to the aforementioned variables.

Objective No. 8 used comparative analytical scheme and the statistical tools used was Mann-Whitney U Test to determine if there was a significant difference in level of school heads' financial management skills when grouped and compared according to the aforementioned variables.

Objective No. 9 used comparative analytical scheme and the statistical tools used was Mann-Whitney U Test to determine if there was a significant difference in level of teachers' performance when grouped and compared according to aforementioned variables.

Objective No. 10 used relational analytical scheme and the statistical tools used was Spearman Rho Test to determine the significant relationship between the school heads' administrative skills and teachers' performance.

Objective No. 11 used relational analytical scheme and the statistical tools used was Spearman Rho Test to determine the significant relationship between the school heads supervisory skills and teachers' performance.

Objective No. 12 used relational analytical scheme and the statistical tools used was Spearman Rho Test to determine the significant relationship between the school heads financial management skills and teachers' performance.

Ethical Consideration

The study made sure that key ethical considerations were used as guide in the employ of human participants and minors were strictly adhered to in the study. These included providing the teachers, parents, and students with the necessary information to make a determination as to whether they want (the students) to be part of the study. The signing of the consent form, which is actually a process rather than an event was not used as coercive tool to compel participants to complete the study. They were assured of their right to withdraw from the study at any point when they became uncomfortable with the study. The identity of the children as well as their responses was kept confidential such that neither the responses nor their identity was revealed to any other person outside the research team.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Profile of the Respondents According to the Variables Age, Highest Educational Attainment, and Length of Service

Table 1
Profile of the Respondents

Variable	Category	Frequency	Percentage
Age	Younger (below 39 years old)	63	48.50
	Older (39 years old and above)	67	51.50
	Total	130	100.00
Highest Educational Attainment	Lower (College graduate)	84	64.60
	Higher (MA units, MA and PhD)	46	35.40
	Total	130	100.00
Length of Service	shorter (below 11 years)	84	64.60
	longer (11 years and above)	46	35.40
	Total	130	100.00

When grouped according to age, there was a fairly balanced distribution between younger school heads, who account for 48.50% of the total, and older school heads, who represented 51.50%. In terms of educational attainment, the data shows that 64.60% of school heads hold only a college degree, while 35.40% have pursued further education, such as completing master's units, master's degrees, or doctorate programs. The length of service data indicates that 64.60% of school heads have shorter tenure, with below 11 years of experience, while only 35.40% have served for 11 years or more. The combination of these variables illustrates the current landscape of school leadership, where a mix of younger and older administrators, varying educational backgrounds, and differing levels of experience shape institutional management. To optimize school operations, institutions should prioritize leadership training, mentoring initiatives, and policy frameworks that support administrators in their roles. Recent literature, such as the study by Pascual et al. (2023), emphasizes the importance of continuous professional development for school leaders to adapt to evolving educational policies. Valmores (2021) found that school

administrators with higher education levels tend to exhibit stronger leadership competencies, reinforcing the need for graduate-level training. Additionally, Juachona et al. (2025) highlighted the influence of tenure on leadership effectiveness, emphasizing the necessity of structured mentoring programs to optimize administrative performance.

Level of school heads' administrative skills in the areas of Personnel Management, Community Partnership, and Problem Solving

Table 2

Level of school heads' administrative skills in the area of Personnel Management

Personnel Management		
Items	Mean	Interpretation
<i>The school heads'</i>		
1. creates equal opportunity for everyone to be promoted and excel in the field.	4.25	High level
2. assigns teaching load equally, fairly and based on their qualifications	4.24	High level
3. delegates tasks to teachers accordingly.	4.32	High level
4. capacitates individual and teams to effectively perform leadership roles and responsibilities.	4.19	High level
5. patches up internal differences among teachers.	4.24	High level
6. supports and develops one's potential.	4.28	High level
7. ensures a safe and orderly climate, building good relationships among teachers.	4.72	Very high level
Overall Mean	4.32	High level

Result shows the overall mean score of 4.32 which interpreted as "high level". Item No. 7 got the highest mean score of 4.72 which states "ensures a safe and orderly climate, building good relationships among teachers" interpreted as "very high level". Meanwhile, Item No. 4 got the lowest mean score of 4.19 which states "capacitates individual and teams to effectively perform leadership roles and responsibilities" interpreted as "high level". This suggests that while school heads generally support leadership development, there may be gaps in structured mentorship and leadership training programs. This could indicate limited opportunities for formal leadership training, and some challenges in delegation, where teachers may feel unprepared or unsupported in leadership responsibilities. A study by Jimenez (2019) examined instructional leadership and administrative management skills of school heads in Quezon. The findings revealed that while school heads demonstrated strong administrative competencies, leadership capacity-building remained an area for improvement. The study emphasized that structured leadership training programs and mentorship initiatives significantly enhance teachers' ability to take on leadership roles effectively.

Table 3

Level of school heads' administrative skills in the area of Community Partnership

Community Partnership		
Items	Mean	Interpretation
<i>The school heads'</i>		
1. creates opportunities for school-community collaborations.	4.58	Very high level
2. allows consultative meetings with all stakeholders to improve school.	4.27	High level
3. has active looks for support from stakeholders to help, teachers and school as a whole.	4.26	High level
4. spearheads collaboration with private donors and other sectors to help the school.	4.21	High level
5. offers extension program to educate out of school children.	4.70	Very high level
6. allows teachers to do extension works for the community on weekends.	4.23	High level
7. communicates with barangay officials to determine areas that need to be assisted.	4.28	High level
Overall Mean	4.36	High level

Item No. 5 got the highest mean score of 4.70 which states "offers extension program to educate out of school children" interpreted as "very high level". Meanwhile, Item No. 4 got the lowest mean score of 4.21 which states "spearheads collaboration with private donors and other sectors to help the school" interpreted as "high level".

The lowest mean score in the table, 4.21, corresponds to the item on school heads spearheading collaboration with private donors and other sectors to help the school. This suggests that while school heads actively engage in community partnerships, there may be challenges in securing sustained external support from private

entities. Possible reasons for this include limited networking opportunities, insufficient outreach strategies, or a lack of structured programs that encourage private sector involvement in educational initiatives. Research highlights the importance of strong community partnerships in enhancing school development. According to Valmores (2019), effective administrative leadership significantly influences school performance, particularly in fostering collaborations with external stakeholders. Similarly, Qaralleh (2021) emphasizes that school leaders play a crucial role in expanding community engagement by involving local organizations in educational development. However, studies also indicate that school heads may face difficulties in mobilizing private sector support due to financial constraints, bureaucratic processes, and varying stakeholder priorities (IJMRAP, 2019).

Table 4

Level of school heads' administrative skills in the area of Problem Solving

Problem-solving Items	Mean	Interpretation
<i>The school heads'</i>		
1. actively supports amicable settlement of all issues in school.	4.28	High level
2. creates opportunity for all concern to air their grievances.	4.24	High level
3. objectively resolves all disputes within school level.	4.22	High level
4. practices collective leadership and welcomes everyone to give their opinion in every issue.	4.13	High level
5. attends to every known problem in the school to easily resolve issues.	4.25	High level
6. always invokes collegial support and opinion	4.25	High level
7. creates school grievance committee to address issues within the school.	4.28	High level
Overall Mean	4.24	High level

Result presents the overall mean score of 4.24 which interpreted as "high level". Item Nos. 1 and 7 got the highest mean score of 4.28 which states "actively supports amicable settlement of all issues in school" and "creates school grievance committee to address issues within the school" interpreted as "high level". Meanwhile, Item No. 4 got the lowest mean score of 4.13 which states "practices collective leadership and welcomes everyone to give their opinion in every issue" interpreted as "high level". The findings suggest that school heads demonstrate a high level of administrative skills in problem-solving, as reflected in the overall mean of 4.24. This indicates their strong ability to mediate conflicts, encourage open communication, and foster a collaborative decision-making environment within the school. The highest mean scores, 4.28, in items related to supporting amicable settlements and establishing grievance committees, highlight their emphasis on structured problem resolution mechanisms. However, the lowest mean score, 4.13, under collective leadership and opinion-sharing, suggests that while consultation is valued, further initiatives may be needed to strengthen participatory leadership practices. Studies highlight the importance of administrative leadership in effective problem-solving within schools. According to Arreza and Demetillo (2019), school heads who encourage inclusive decision-making and provide structured grievance mechanisms tend to foster a more cohesive learning environment.

Level of school heads' supervisory skills in the areas of Support Materials Preparation, Curriculum Enhancement, and Assessment

Table 5

Level of school heads' supervisory skills in the area of Support Materials Preparation

Support Materials Preparation Items	Mean	Interpretation
<i>The school heads' ...</i>		
1. regularly updates availability of required school materials.	4.52	Very high level
2. expedites release of MOOE for teachers.	4.27	High level
3. ensures the availability of the most needed printing materials for modules and other learning-related materials.	4.26	High level
4. coordinates with school leaders and other departments to ensure that needed materials are released on time.	4.21	High level
5. creates school support system among peers to facilitate easier assistance.	4.70	Very high level
6. asks teachers to have an advance projection of needed materials to have ample time for procurement.	4.23	High level
7. educates teachers to be more prudent in the utilization of resource materials	4.28	High level
Overall Mean	4.35	High level

Item No. 5 got the highest mean score of 4.70 which states "creates school support system among peers to facilitate easier assistance" interpreted as "very high level". Meanwhile, Item No. 4 got the lowest mean score of 4.21 which states "coordinates with school leaders and other departments to ensure that needed materials are released on time" interpreted as "high level". The findings indicate that school heads exhibit a high level of supervisory skills in Support Materials Preparation, with an overall mean of 4.35. This suggests that they effectively manage the allocation, distribution, and utilization of educational resources to support instructional needs. The lowest-rated item, coordinating with school leaders and other departments for timely material release (4.21), suggests some challenges in ensuring the smooth procurement and distribution of necessary materials. Studies indicate that bureaucratic processes, logistical constraints, and inconsistent funding may hinder the timely availability of educational resources (Garcia, 2020). Addressing these challenges through improved coordination mechanisms, proactive planning, and stakeholder engagement can further strengthen support materials preparation and optimize resource utilization in schools.

Table 6

Level of school heads' supervisory skills in the area of Curriculum Enhancement

Curriculum Enhancement Items	Mean	Interpretation
<i>The school heads' ...</i>		
1. keeps track of all changes in curriculum implementation.	4.29	High level
2. develops curriculum enhancement program to improve learning management competencies	4.18	High level
3. initiates leadership training initiatives for teachers with pedagogical expertise.	4.30	High level
4. assists teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant to the learners.	4.30	High level
5. helps teachers in the indigenization of teaching-learning materials.	4.32	High level
6. encourages teachers to provide curriculum enhancement based on learners' over-all learning skills and competencies.	4.59	Very high level
7. supports and provides technical assistance to teachers in the curriculum enhancement.	4.29	High level
Overall Mean	4.33	High level

Item No. 6 got the highest mean score of 4.59 which states "encourages teachers to provide curriculum enhancement based on learners' over-all learning skills and competencies" interpreted as "very high level". Meanwhile, Item No. 2 got the lowest mean score of 4.18 which states "develops curriculum enhancement program to improve learning management competencies" interpreted as "high level". The findings indicate that school heads demonstrate a high level of supervisory skills in Curriculum Enhancement, as reflected in the overall mean of 4.33. This suggests their strong capability in monitoring curriculum changes, supporting teachers in instructional adaptation, and ensuring that learning standards remain relevant to students' needs. Furthermore, the lowest-rated item, developing curriculum enhancement programs to improve learning management competencies (4.18), suggests areas for further improvement in systematically integrating pedagogical innovations. Studies indicate that successful curriculum enhancement requires structured teacher training programs and collaborative instructional development (Garcia, 2020). **Strengthening leadership initiatives in curriculum design and professional development may further optimize instructional effectiveness and student engagement.**

Table 7

Level of school heads' supervisory skills in the area of Assessment

Assessment Items	Mean	Interpretation
<i>The school heads'</i>		
1. ensures timely periodical assessment of learners.	4.30	High level
2. checks the alignment of test with the competencies.	4.68	Very high level
3. analyzes assessment results to provide feedback to both teachers and learners.	4.33	High level
4. provides technical assistance to teachers in using learning assessment tools, strategies and result consistent to the curriculum.	4.35	High level
5. utilizes assessment results to help improve pedagogical strategies.	4.38	High level
6. utilizes learning outcomes in developing data-based interventions.	4.34	High level

7. strictly follows DepEd Guidelines as stated in D.O. No. 31, series of 2020. "Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan"	4.35	High level
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Overall Mean 4.39 High level

Item No. 2 got the highest mean score of 4.68 which states "checks the alignment of test with the competencies" interpreted as "very high level". Meanwhile, Item No. 1 got the lowest mean score of 4.30 which states "ensures timely periodical assessment of learners" interpreted as "high level". The findings indicate that school heads exhibit a high level of supervisory skills in the area of assessment, as reflected in the overall mean of 4.39. The lowest-rated item, ensuring timely periodical assessment of learners (4.30), indicates that while school heads prioritize assessments, challenges may arise in their timely administration. Studies emphasize that regular assessment schedules and streamlined processes are crucial for measuring student progress effectively (Garcia, 2019). Additionally, research by Monterola and Valderama (2021) suggests that strong assessment supervision leads to improved feedback mechanisms, which enhance both instructional strategies and learner engagement.

Level of school heads' financial management skills in the areas of Planning, Monitoring, and Reporting

Table 8

Level of school heads' financial management skills in the area of Planning

Planning Items	Mean	Interpretation
<i>The school heads' ...</i>		
1. links with PTA/Stakeholders for other sources of funds	4.41	High level
2. involves the School Planning Team in resource planning and management	4.38	High level
3. prepares an alternative plan in case the proposed plan wouldn't work out.	4.41	High level
4. creates advance annual plan for school expenditures and outsourcing.	4.29	High level
5. evaluates thoroughly financial plans before submission	4.36	High level
6. collectively gathers teachers' opinion on what to prioritize and what to be included in the Annual Implementation Plan.	4.38	High level
7. develops and implements with the School Planning Team the Priority Improvement Programs/ Projects that will address the learners.	4.36	High level
Overall Mean	4.37	High level

Item Nos. 1 and 3 got the highest mean score of 4.41 which states "links with PTA/Stakeholders for other sources of funds" and "prepares an alternative plan in case the proposed plan wouldn't work out" interpreted as "high level". Meanwhile, Item No. 4 got the lowest mean score of 4.29 which states "creates advance annual plan for school expenditures and outsourcing" interpreted as "high level". The lowest-rated item, creating an advance annual plan for school expenditures and outsourcing (4.29), suggests that while financial planning is robust, challenges may exist in long-term fiscal forecasting and external resource acquisition. According to Garcia (2019), effective financial planning in educational institutions requires structured forecasting mechanisms and stakeholder engagement to optimize resource utilization. Similarly, Monterola and Valderama (2021) emphasize that integrating collaborative financial decision-making improves institutional stability and enhances funding opportunities for learning programs.

Table 9

Level of school heads' financial management skills in the area of Monitoring

Monitoring Items	Mean	Interpretation
<i>The school heads'</i>		
1. monitors school resources in accordance with DepEd Policies, accounting and auditing rules	4.27	High level
2. checks expenses for school-based training that are designed in most crucial needs.	4.25	High level
3. oversees the financial operations of the school.	4.28	High level
4. monitors the utilization, recording and reporting of funds	4.31	High level
5. monitors and evaluates if the programs/projects are well implemented	4.30	High level
6. ensures efficient and effective school operation through constant monitoring.	4.31	High level

7. updates all concerned parties regarding the status of their requirements.	4.42	High level
Overall Mean	4.30	High level

Item No. 7 got the highest mean score of 4.42 which states "updates all concerned parties regarding the status of their requirements" interpreted as "high level". Meanwhile, Item No. 2 got the lowest mean score of 4.25 which states "checks expenses for school-based training that are designed in most crucial needs" interpreted as "high level". The lowest-rated item, **checking expenses for school-based training designed for crucial needs** (4.25), suggests potential challenges in prioritizing and allocating funds for professional development. Studies emphasize that effective financial monitoring requires structured evaluation mechanisms and stakeholder engagement to optimize resource utilization (Asian Development Bank, 2019). Additionally, research highlights that financial transparency and accountability contribute to improved institutional efficiency and stakeholder trust (PAGBA, 2019).

Table 10

Level of school heads' financial management skills in the area of Reporting

Reporting Items	Mean	Interpretation
<i>The school heads'</i>		
1. requires on time delivery of documentary deliverables.	4.33	High level
2. strictly pushes for liquidation deadlines.	4.41	High level
3. creates timeline to avoid multiple deadlines for financial reports.	4.39	High level
4. strictly checks individual entries of liquidations and financial reports.	4.33	High level
5. manages finances adhering to policies, guidelines and issuances in allocation, procurement and liquidation aligned with the school plan	4.35	High level
6. provides deadline for early submission of reports and other deliverables.	4.38	High level
7. Updates and informs stakeholders on financial and MOOE matters through posting in the transparency board	4.40	High level
Overall Mean	4.37	High level

Item No. 2 got the highest mean score of 4.41 which states "strictly pushes for liquidation deadlines" interpreted as "high level". Meanwhile, Item Nos. 1 and 4 got the lowest mean score of 4.33 which states "requires on time delivery of documentary deliverables" and "strictly checks individual entries of liquidations and financial reports" interpreted as "high level". The lowest-rated items, requiring on-time delivery of documentary deliverables and strictly checking individual entries of liquidations and financial reports (both at 4.33), suggest potential challenges in maintaining accuracy and timeliness in financial documentation. Studies emphasize that effective financial reporting requires structured audit mechanisms, clear accountability frameworks, and stakeholder engagement to optimize resource allocation (Garcia, 2019).

Table 11

Level of teachers' performance and when grouped according to variables

Variable	Category	Mean	Interpretation
Age	Younger	4.484	Very Satisfactory
	Older	4.489	Very Satisfactory
Highest educational attainment	Lower	4.482	Very Satisfactory
	Higher	4.494	Very Satisfactory
Length of service	Shorter	4.478	Very Satisfactory
	Longer	4.494	Very Satisfactory
Overall mean		4.487	Very Satisfactory

The findings indicate that teachers exhibit a very satisfactory level of performance across all variables, with an overall mean of 4.487. This suggests that regardless of age, educational attainment, or length of service, teachers consistently demonstrate strong instructional effectiveness and professional competence. The lowest mean score, 4.478, corresponds to teachers with shorter service. This may imply that less experienced teachers face initial challenges in adapting to instructional demands, classroom management, or curriculum implementation. Kanya et al. (2021) found that organizational culture, principal leadership, and teacher competence significantly impact teacher

effectiveness. Abarro (2018) identified highest educational attainment and local seminars attended as key contributors to teacher performance, while variables such as age and length of service showed minimal impact.

Comparative analysis of the level of school heads' administrative skills in the areas of Personnel Management, Community Partnership, and Problem Solving and when grouped and compared according to Age, Highest Educational Attainment, and Length of Service

Table 12

Differences in the level of school head's administrative skills in the area of Personnel management and when grouped and compared according to variables

Personnel management							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	63	64.17	2027.00		0.693	Not Significant
	Older	67	66.75				
Highest educational attainment	Lower	84	63.60	1772.50	0.05	0.430	Not Significant
	Higher	46	68.97				
Length of service	Shorter	64	63.02	1953.50		0.453	Not Significant
	Longer	66	67.90				

When grouped according to Age, Highest Educational Attainment and length of service, *p*-values are greater than 0.05 level of significance, thus interpreted as "Not Significant". This means that the null hypothesis is accepted. This indicates that Age, Highest Educational Attainment and length of service do not significantly affect administrative skills in personnel management. Result also implies that while school heads with higher educational attainment have a slightly higher mean rank, the difference is not statistically significant. This implies that formal education alone may not be the primary factor in developing personnel management competencies. The finding also indicates that length of service does not significantly influence personnel management skills. While school heads with longer service have a slightly higher mean rank, the difference is not statistically significant. Juachona et al. (2025) found that management skills and competencies of administrative personnel are not significantly related to their performance, reinforcing the idea that personnel management effectiveness is shaped by institutional practices rather than individual characteristics. Also, Nduati & Wanyoike (2022) emphasized that employee performance management practices contribute to organizational effectiveness, highlighting the importance of structured personnel management strategies rather than relying solely on tenure or education.

Table 13

Differences in the level of school head's administrative skills in the area of Community partnership and when grouped and compared according to variables

Community partnership							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	63	65.96	2081.50		0.891	Not Significant
	Older	67	65.07				
Highest educational attainment	Lower	84	63.96	1802.50	0.05	0.523	Not Significant
	Higher	46	68.32				
Length of service	Shorter	64	64.72	2062.00		0.813	Not Significant
	Longer	66	66.26				

When grouped according to Age, Highest Educational Attainment, Length of Service the *p*-values were all greater than the 0.05 significant level, thus the results is interpreted as "Not Significant". Therefore, the null hypothesis is accepted. This indicates that Age, Highest Educational Attainment, Length of Service do not significantly affect administrative skills in community partnership. Result suggests that educational attainment does not significantly impact community partnership skills. The findings also indicates that length of service does not significantly influence community partnership skills. While school heads with longer service have a slightly higher mean rank, the difference is not statistically significant. This suggests that effectiveness in community engagement

is not solely dependent on tenure but may be influenced by other factors such as leadership training and institutional support. Qaralleh (2021) found that school leaders play a moderate role in boosting community partnerships, emphasizing the need for structured engagement strategies to enhance collaboration between schools and local communities.

Table 14

Differences in the level of school head's administrative skills in the area of Problem solving and when grouped and compared according to variables

Problem-solving							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	63	60.44	1791.50		0.132	Not Significant
	Older	67	70.26				
Highest educational attainment	Lower	84	60.26	1491.50	0.05	0.030	Significant
	Higher	46	75.08				
Length of service	Shorter	64	60.06	1764.00		0.101	Not Significant
	Longer	66	70.77				

When grouped according to Age, and Length of service the computed p -value was higher than the 0.05 level of significance, interpreted as "not significant", thus, the hypothesis that states "there is no significant difference in the level of school head's administrative skills was "accepted". However, when grouped according to highest educational attainment, p -value was lower than the 0.05 level of significance, interpreted as "significant", thus, the hypothesis that states "there is no significant difference in the level of school head's administrative skills in the area of problem solving and when grouped and compared according to highest educational attainment" was hereby "rejected". Since educational attainment is the only variable with a significant difference, this suggests that formal education plays a crucial role in enhancing problem-solving skills among school heads. The findings reinforce the importance of continuous professional development, advanced training, and exposure to analytical frameworks in improving administrative decision-making. Galate & Galate (2023) found that problem-solving and decision-making skills among school administrators are influenced by individual preferences and educational background, reinforcing the significance of structured training in leadership effectiveness.

Comparative analysis of the level of school heads' supervisory skills in the areas of Support Materials Preparation, Curriculum Enhancement, and Assessment, and when grouped and compared according to Age, Highest Educational Attainment, and Length of Service

Table 15

Differences in the level of school head's supervisory skills in the area of Support materials preparation and when grouped and compared according to variables

Support materials preparation							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	63	68.25	1937.00		0.413	Not Significant
	Older	67	62.91				
Highest educational attainment	Lower	84	64.90	1882.00	0.05	0.805	Not Significant
	Higher	46	66.59				
Length of service	Shorter	64	64.80	2067.00		0.832	Not Significant
	Longer	66	66.18				

When grouped according to Age, Highest Educational Attainment, Length of Service, the computed p -values were all higher than the 0.05 level of significance, interpreted as "not significant". The hypothesis that states "there is no significant difference in the level of school heads' supervisory skills in the area of support materials preparation and when grouped and compared according to variables" was hereby "accepted". Since all variables show no significant difference, this suggests that age, educational attainment, and length of service do not substantially affect school heads' ability to manage support materials preparation. This implies that supervisory effectiveness in this

domain is likely influenced by institutional policies, resource availability, and administrative strategies rather than individual demographic factors. The administrative and supervisory skills among school heads are more strongly linked to institutional support and leadership training rather than demographic factors. This reinforces the idea that effective resource management is shaped by structured policies rather than tenure or education level. Additionally, Sumapal & Haramain (2023) emphasized that instructional supervision practices among school heads require continuous professional development to ensure effective resource allocation and support materials preparation. De Vela & Pelayo (2022) highlighted those supervisory strategies must align with teachers' needs and institutional goals to optimize resource distribution and utilization. To enhance supervisory skills in support materials preparation, school heads may benefit from: Targeted leadership training focused on resource management and procurement efficiency; Institutional policy refinement to streamline material distribution and ensure timely availability; Collaborative planning frameworks to engage stakeholders in decision-making for resource allocation.

Table 16

Differences in the level of school head's supervisory skills in the area of Curriculum enhancement and when grouped and compared according to variables

Curriculum Enhancement							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	63	64.44	2043.50		0.751	Not Significant
	Older	67	66.50				
Highest educational attainment		84	63.92	1799.00	0.05	0.511	Not Significant
	Lower	46	68.39				
	Higher	64	62.08				
Length of service	Shorter			1893.00		0.300	Not Significant
	Longer	66	68.82				

When grouped according to age, the computed Mann-Whitney U test was 2043.50 and the p -value was 0.751, it is higher than the 0.05 level of significance, interpreted as "not significant". When grouped according to highest educational attainment, the computed Mann-Whitney U test was 1799.00 and the p -value was 0.511, it is higher than the 0.05 level of significance, interpreted as "not significant". When grouped according to length of service, the computed Mann-Whitney U test was 1893.00 and the p -value was 0.300, it is higher than the 0.05 level of significance, interpreted as "not significant", thus the hypothesis that states "there is no significant difference in the level of school heads' supervisory skills in the area of curriculum enhancement and when grouped and compared according to variables" was hereby "accepted". The results indicate that there are no significant differences in school heads' supervisory skills in curriculum enhancement when grouped according to age, highest educational attainment, or length of service. The Mann-Whitney U test results show that all p -values are greater than 0.05, confirming that these variables do not substantially impact supervisory effectiveness in this area. The lowest mean rank, 62.08, corresponds to school heads with shorter service, suggesting that newer administrators may face challenges in fully developing supervisory skills related to curriculum enhancement. This could be due to limited exposure to curriculum planning frameworks, instructional leadership strategies, or stakeholder collaboration. However, the lack of statistical significance implies that these challenges do not create substantial disparities in supervisory effectiveness. Eslabon (2023) emphasized that effective instructional supervision fosters continuous improvement in curriculum implementation, highlighting the need for professional development programs while Obuta et al. (2025) found that school heads' instructional supervisory skills significantly impact teachers' performance, reinforcing the importance of structured leadership training in curriculum enhancement.

Table 17

Differences in the level of school head's Supervisory skills in the area of Assessment, and when grouped and compared according to variables

Assessment							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	63	65.06	2082.50		0.895	Not Significant
	Older	67	65.92				
Highest educational attainment		84	65.83	1904.50	0.05	0.893	Not Significant
	Lower	46	64.90				
	Higher						

Length of service	Shorter	64	64.46	2045.50	0.755	Not Significant
	Longer	66	66.51			

When grouped according to Age, Highest Educational Attainment, Length of Service, the p -values were higher than the 0.05 level of significance, interpreted as "not significant", thus the hypothesis that states "there is no significant difference in the level of school heads' supervisory skills in the area of assessment and when grouped and compared according to variables" was hereby "accepted". The results indicate that there are no significant differences in school heads' supervisory skills in assessment when grouped according to age, highest educational attainment, or length of service. The Mann-Whitney U test results show that all p -values are greater than 0.05, confirming that these variables do not substantially impact supervisory effectiveness in this area. The lowest mean rank, 64.46, corresponds to school heads with shorter service, suggesting that newer administrators may face challenges in fully developing supervisory skills related to assessment. This could be due to limited exposure to assessment frameworks, data-driven decision-making, or feedback mechanisms. However, the lack of statistical significance implies that these challenges do not create substantial disparities in supervisory effectiveness Obuta et al. (2025) found that school heads' instructional supervisory skills significantly impact teachers' performance, reinforcing the importance of structured leadership training in assessment practices.

Conclusions:

The findings indicate that school heads exhibit a high level of administrative skills in Personnel Management and Problem Solving, demonstrating their competence in overseeing staff, managing institutional processes, and resolving challenges effectively. This suggests that school leaders are well-equipped to handle administrative responsibilities, contributing to efficient school operations and improved decision-making within their institutions. While their skills are consistently strong, continuous professional development and strategic leadership training can further enhance their effectiveness in adapting to evolving educational demands. The findings also indicated that school heads demonstrate a high level of supervisory skills in Support Materials Preparation, Curriculum Enhancement, and Assessment, showcasing their ability to manage instructional resources, improve curriculum delivery, and evaluate educational outcomes effectively. Their strong supervisory competencies contribute to well-organized academic programs, ensuring alignment with institutional goals and student learning needs. While these skills are already well-developed, continuous professional growth and strategic instructional leadership training can further enhance their ability to adapt to evolving educational demands. The findings reveal that school heads exhibit a high level of financial management skills in Planning, Monitoring, and Reporting, underscoring their proficiency in budget formulation, financial oversight, and documentation accuracy. Their strong financial management capabilities ensure the efficient allocation of resources, compliance with institutional regulations, and overall fiscal transparency. While these competencies are well-developed, ongoing financial literacy training and strategic management initiatives can further strengthen their ability to adapt to evolving financial policies and optimize school operations.

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