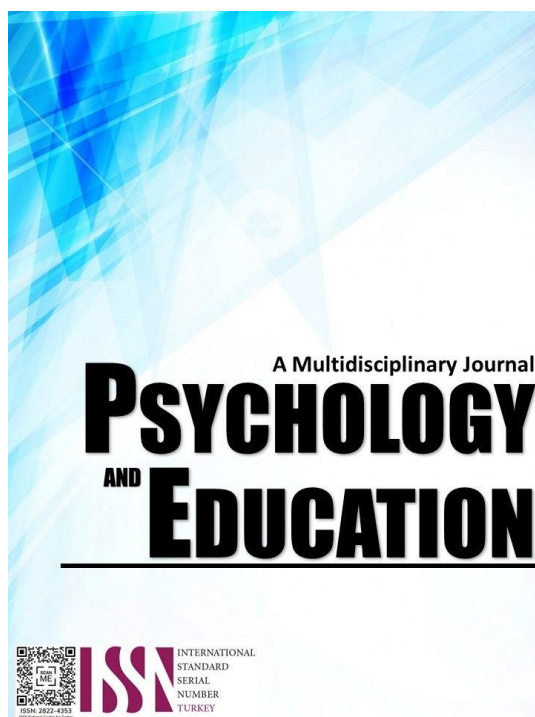


# **CURRICULUM MANAGEMENT PRACTICES AND COMPETENCIES OF PUBLIC ELEMENTARY SCHOOL HEADS IN SOCSARGEN: BASIS FOR FRAMEWORK DEVELOPMENT**



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## Curriculum Management Practices and Competencies of Public Elementary School Heads in SOCSARGEN: Basis for Framework Development

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### Abstract

The study employed a descriptive correlational research design to investigate the relationship between the extent of curriculum management practices and the level of competencies of public elementary school heads. Moreover, the researcher utilized the selected elementary school heads and teachers to assess the extent of curriculum management practices and the level of competencies of public elementary school heads. The study used thirty (30) public elementary school head respondents and two hundred ten (210) teacher respondents using the purposive sampling technique. A total of two hundred forty (240) respondents. The findings revealed that the public elementary school heads' curriculum management practices are evident in the way they plan and carry out curriculum policies, oversee and monitor the delivery of instruction, distribute and use resources, assist teachers' professional development, and innovate and adapt curriculum delivery. Also, school heads and teachers possess significantly divergent viewpoints about the assessment of public elementary school principals' curriculum management approaches. Moreover, instructional leadership, curriculum and instructional management, human resource management, decision-making and problem-solving, and school administration and operations are all areas in which public elementary school heads excel. Likewise, school heads and teachers rate instructional leadership skills, curriculum and instructional management, human resource management, decision-making and problem-solving, and school management differently. Curriculum management practices are significantly correlated with the level of competencies of public elementary school leaders. As an outcome of the findings and the conclusions, the following recommendations were enumerated: Teachers may foster a team-oriented environment by encouraging collaboration among fellow teachers and sharing best practices, resources, and support for each other's initiatives; Teachers may participate in workshops, online courses, and conferences that focus on modern leadership techniques and innovative teaching strategies to stay updated and inspired; Students may engage in discussions with teachers and administrators about ways to improve the school environment; and School administrators may exhibit passion, vision, and integrity as leaders, inspire and motivate staff through a shared vision for the school, and promote a culture of innovation and risk-taking.

**Keywords:** *curriculum management practices, level of competencies of public elementary school heads, instructional leadership, curriculum and instructional management, human resource management, decision-making and problem-solving*

### Introduction

The effective management of curriculum within public elementary schools is a critical determinant of educational quality and student outcomes. School heads play a pivotal role in orchestrating curriculum management practices, ensuring that instructional plans align with national standards while catering to the unique needs of their communities. In the SOCSARGEN region—a diverse and dynamic area in Mindanao—public elementary school administrators face the challenge of implementing effective curriculum practices amidst varying socioeconomic, cultural, and logistical contexts. Understanding the current practices and competencies of these school heads provides vital insights for developing a comprehensive framework that promotes consistency, adaptability, and excellence in curriculum management.

Curriculum management practices of elementary school heads encompass a range of activities, including curriculum planning, implementation, supervision, and evaluation. Effective school leaders exhibit competencies such as instructional leadership, strategic planning, resource allocation, and continuous professional development of teachers. These practices are instrumental in fostering a conducive learning environment, ensuring curriculum relevance, and improving student engagement and achievement. Moreover, the ability of school heads to adapt curriculum strategies to local contexts and challenges reflects their flexibility and commitment to inclusive education that addresses the diverse needs of learners in SOCSARGEN.

In the socio-cultural landscape of SOCSARGEN, school heads are often regarded as key agents of change who should possess strong leadership competencies aligned with educational policies and community expectations. Their capacity to coordinate with stakeholders, facilitate professional development, and monitor curriculum delivery directly impacts the quality of education provided. However, disparities in training, resources, and support systems may influence their effectiveness. Consequently, examining their existing competencies and management practices helps identify gaps and areas for capacity building to advance curriculum implementation across the region.

Existing studies suggest that the competencies of school heads are closely linked to their ability to foster collaborative school cultures and to lead innovative instructional strategies. In the context of SOCSARGEN, where diverse learner populations and resource

limitations prevail, the importance of culturally responsive leadership is heightened. Effective curriculum management thus requires a nuanced understanding of regional contexts, as well as the development of competencies that enable school heads to navigate these complexities confidently. Developing a tailored framework based on these practices and competencies will serve as a foundational guideline to enhance leadership capabilities and, consequently, educational outcomes in the region.

The quality of elementary education in SOCSARGEN is heavily influenced by the effectiveness of curriculum management practiced by school heads. Despite the national government's efforts to standardize curriculum implementation through various policies and guidelines, challenges persist at the regional and local levels. Issues such as inconsistent application of curriculum standards, limited capacity for instructional supervision, and inadequate professional development opportunities for school leaders hinder effective curriculum delivery. These problems are compounded by diverse student needs, resource limitations, and regional socio-cultural factors, which often lead to variability in curriculum implementation and instructional quality across schools in SOCSARGEN. Addressing these issues necessitates a comprehensive understanding of the current practices and competencies of school heads as key agents of curriculum management.

Recent studies have highlighted ongoing challenges faced by school leaders in implementing curriculum effectively. For instance, Sarmiento et al. (2022) emphasized that instructional leadership competencies are crucial but often underdeveloped among school heads, impacting their ability to supervise teachers and monitor curriculum delivery effectively. Similarly, Garcia and Lopez (2023) found that professional development programs often do not sufficiently tailor training to the regional contexts, leaving gaps in leadership capabilities. These studies underscore the importance of aligning curriculum management practices with regional needs and equipping school leaders with robust competencies to overcome contextual barriers. However, there remains a paucity of region-specific data focusing on SOCSARGEN, which limits targeted interventions and strategic planning.

Furthermore, existing literature indicates that the competencies of school heads significantly influence the success of curriculum implementation. According to Santos (2022), leadership qualities such as strategic planning, stakeholder engagement, and resource management directly correlate with improved instructional outcomes. Yet, many school leaders in underserved regions like SOCSARGEN still struggle with these competencies due to limited access to continuous training and support. This gap highlights the need for a tailored framework that not only delineates effective curriculum management practices but also identifies the essential competencies school heads must possess to adapt to their unique regional challenges. Addressing this gap will enable the development of more effective training programs and policy interventions.

The current state of curriculum management in SOCSARGEN reveals several research gaps, particularly regarding the perspectives of school heads and teachers on existing practices and how these influence student learning outcomes. While studies have explored leadership competencies broadly, few have explicitly examined how these competencies translate into tangible curriculum management practices within the local context. Moreover, there is limited research that connects the competencies of school principals with specific curriculum outcomes in underserved and socio-culturally diverse regions like SOCSARGEN. Bridging these gaps requires an in-depth investigation into the competencies needed for effective curriculum management tailored to the region's specific challenges and opportunities.

This study aims to delve into the curriculum management practices and competencies of public elementary school heads within SOCSARGEN. The research seeks to provide a grounded basis for constructing an adaptable and sustainable framework by analyzing current practices, identifying strengths and gaps, and understanding the contextual factors influencing leadership effectiveness. Such a framework will support school leaders in implementing effective curriculum strategies, fostering professional growth, and ultimately improving the quality of elementary education in SOCSARGEN. Through this, the region can move towards a more responsive and resilient educational system that meets the needs of its diverse learner population.

## Research Questions

The study aimed to assess the curriculum management practices and competencies of public elementary school heads in SOCSARGEN, as a basis for framework development. Specifically, it sought to answer the following sub-problems:

1. What is the extent of curriculum management practices of public elementary school heads as assessed by the two groups of respondents in terms of:
  - 1.1. planning and implementation of curriculum policies;
  - 1.2. supervision and monitoring of instructional delivery;
  - 1.3. allocation and utilization of resources;
  - 1.4. professional development support for teachers; and
  - 1.5. adaptation and innovation in curriculum delivery?
2. Is there a significant difference in the assessment of the two groups of respondents on the extent of curriculum management practices of public elementary school heads?
3. What is the level of competencies of public elementary school heads as assessed by the two groups of respondents in terms of:
  - 3.1. instructional leadership skills;

- 3.2. curriculum and instructional management;
- 3.3. human resource management;
- 3.4. decision-making and problem-solving; and
- 3.5. school management and operations?
4. Is there a significant difference in the assessment of the two groups of respondents on the level of competencies of public elementary school heads?
5. Is there a significant relationship between the extent of curriculum management practices and the level of competencies of public elementary school heads?
6. Based on the findings of the study, what framework may be developed?

## Methodology

### Research Design

The study employed descriptive correlational research designs to assess the significant relationship between the extent of curriculum management practices and the level of competencies of public elementary school heads. A descriptive correlational research design is a methodological approach used to systematically describe and measure the relationship between two or more variables without manipulating them, aiming to identify the degree and direction of their association.

In the context of the study, this design is particularly suitable because it allows the researcher to assess the extent of curriculum management practices and the level of competencies among public elementary school heads and determine whether a significant relationship exists between these variables. Since the purpose is to examine the relationship rather than establish causality, the correlational design enables the researcher to collect data on both constructs—the extent of curriculum management practices and competencies—and analyze their statistical association. Typically, this involves administering validated questionnaires or rating scales to measure each variable, calculating correlation coefficients (such as Pearson's  $r$ ), and interpreting the strength and direction of the relationship. For example, a positive correlation would suggest that as the level of competencies increases, so does the extent of curriculum management practices. Using this design, the researcher can also explore the nature of the relationship—whether it is weak, moderate, or strong—and infer how closely linked these variables are within the sample population. The findings can provide valuable insights for educational policymakers and administrators by indicating if improving competencies could potentially enhance curriculum management practices or vice versa.

Thus, a descriptive correlational research design from 2022 onwards allows for a systematic, statistical investigation of how these two variables interact within the sample of elementary school heads. It offers a robust framework to identify significant relationships and inform future interventions for leadership development and curriculum improvement initiatives. This approach emphasizes understanding existing patterns, aiding in evidence-based decision-making without implying causality between the variables.

### Respondents

The study was conducted in public elementary schools in SOCSARGEN, utilizing selected elementary school heads and teachers. The study used thirty (30) public elementary school head respondents and two hundred ten (210) teacher respondents using the purposive sampling technique. A total of two hundred forty (240) respondents.

### Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the Google Form in administering this questionnaire. Part 1 determined the demographic profile of the respondents. Part 2 determined the extent of curriculum management practices of public elementary school heads in terms of planning and implementation of curriculum policies, supervision and monitoring of instructional delivery, allocation and utilization of resources, professional development support for teachers, and adaptation and innovation in curriculum delivery. Part 3 indicated the level of competencies of public elementary school heads in terms of instructional leadership skills, curriculum and instructional management, human resource management, decision-making and problem-solving, and school management and operations. The four (4) point scale was used.

### Procedure

The researcher obtained permission from the Office of the Schools Division Superintendent to administer the questionnaire to the study's respondents. After obtaining permission, the researcher distributed a consent form to the respondents, who signed and returned it to the researcher. After, the purpose of the study and instructions on how the items on the survey should be answered were explained to the respondents. Then, the survey was administered, and participants were given enough time to complete it.

After completing the survey, the researcher collected the questionnaires from the respondents. The data were gathered, tallied, and processed with SPSS Statistical Package for Social Science. The processed data were interpreted and analyzed, and the results were used to develop a framework that served as a guide for public elementary school heads to enhance their curriculum management practices and competencies further.

## Data Analysis

The following statistical tools for the interpretation of results according to sub-problems were used:

To determine the extent of curriculum management practices of public elementary school heads in terms of planning and implementation of curriculum policies, supervision and monitoring of instructional delivery, allocation and utilization of resources, professional development support for teachers, and adaptation and innovation in curriculum delivery, the weighted mean was used.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the extent of curriculum management practices among public elementary school heads, a Paired t-test was applied.

To determine the level of competencies of public elementary school heads in terms of instructional leadership skills, curriculum and instructional management, human resource management, decision-making and problem-solving, and school management and operations, the weighted mean was used.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the level of competencies of public elementary school heads, a Paired t-test was applied.

To determine if a significant relationship exists between the extent of curriculum management practices and the level of competencies of public elementary school heads, Pearson's r correlation was employed.

## Ethical Considerations

When undertaking a research study on the curriculum management practices and competencies of public elementary school heads in SOCSARGEN, it is essential to uphold the highest ethical standards to ensure the protection, dignity, and rights of all participants involved. First and foremost, obtaining informed consent is crucial. Participants must be clearly informed about the purpose of the study, their role, the voluntary nature of participation, and their right to withdraw at any point without penalty. This transparent process ensures that participation is based on voluntary agreement and awareness.

Secondly, confidentiality and anonymity must be maintained throughout the research process. Personal identifiers should not be disclosed or linked to data to protect participants from potential repercussions or bias. Data should be securely stored and accessed only by authorized personnel. When reporting findings, care must be taken to prevent identification of individual participants, especially in small communities or districts where respondents' identities might be inferred.

Additionally, the researcher must ensure that participation does not cause harm or discomfort to respondents. Questions should be framed respectfully and professionally, avoiding any language that might intimidate or offend participants. If any emotional or sensitive issues arise, the researcher must be prepared to offer appropriate support or referrals. Furthermore, researchers are ethically obliged to adhere to the principles of honesty and integrity. This includes accurately representing data, avoiding fabrication or manipulation of results, and giving proper acknowledgment to sources and collaborators. Transparency in methodology and findings further promotes trust and credibility in the research process.

Lastly, prior to data collection, the researcher should seek approval from relevant ethical review boards or institutional review committees, ensuring that the study aligns with ethical standards set forth by professional and national bodies. Respecting cultural norms and local customs in SOCSARGEN is also vital, ensuring that the research process is culturally sensitive and appropriate. In summary, ethical considerations in this study include securing informed consent, ensuring confidentiality and anonymity, avoiding harm, maintaining honesty and integrity, obtaining necessary ethical clearances, and respecting cultural contexts. Upholding these principles is fundamental to producing valid, respectful, and socially responsible research outcomes.

## Results and Discussion

The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this section.

**Problem No. 1: What is the extent of curriculum management practices of public elementary school heads in terms of planning and implementation of curriculum policies, supervision and monitoring of instructional delivery, allocation and utilization of resources, professional development support for teachers, and adaptation and innovation in curriculum delivery?**

Table 1.1 illustrates the extent of curriculum management practices of public elementary school heads in terms of planning and implementation of curriculum policies.

The table presents the assessment of two groups of respondents on the extent of curriculum management practices among public elementary school heads, specifically in terms of planning and implementing curriculum policies. The findings indicate that the two groups of respondents evaluated the extent of curriculum management practices among public elementary school heads, specifically in terms of planning and implementing curriculum policies, as Greatly Evident, as evidenced by composite means of 3.97 and 3.77.

The findings indicated that both groups of respondents perceive the curriculum management practices of public elementary school heads in terms of planning and implementation as "Greatly Evident" suggest a strong alignment between leadership actions and the



effective execution of curriculum policies.

Table 1.1. *Mean of the Two Groups of Respondents' Assessment on the Extent of Curriculum Management Practices of Public Elementary School Heads in Terms of Planning and Implementation of Curriculum Policies*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head regularly develops comprehensive plans for the implementation of curriculum policies.	3.97	GE	3.80	GE
2. The school head actively monitors the progress of curriculum implementation across different grade levels.	3.97	GE	3.60	GE
3. The school head provides consistent support and resources to teachers for effective curriculum delivery.	3.97	GE	3.64	GE
4. The school head involves teachers in the planning and decision-making process of curriculum policies.	3.97	GE	3.90	GE
5. The school head ensures alignment of instructional activities with the designated curriculum policies.	3.97	GE	3.90	GE
Composite Mean	3.97	GE	3.77	GE

\*\*\*Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75-Not Evident

This positive assessment implies that school heads are actively engaged in strategic planning and consistent implementation, which are crucial for ensuring the curriculum's relevance, coherence, and quality. Such perceptions highlight the importance of competent leadership in fostering an environment conducive to academic excellence and the smooth integration of curriculum standards across classrooms.

A recent study by García and Rivera (2022) supports the significance of proactive curriculum management by school leaders, emphasizing that effective planning and implementation are vital components of school success. Their research highlights how empowered and well-trained leaders can positively influence teaching practices and student achievement through structured curriculum oversight. The study advocates for continuous capacity-building initiatives for school heads to optimize these practices, thereby reinforcing the findings that competent curriculum management is central to fostering educational quality in elementary schools. This alignment between research and the current findings underscores the critical role school leaders play in shaping effective curriculum delivery within the educational system.

Table 1.2 illustrates the extent of curriculum management practices of public elementary school heads in terms of supervision and monitoring of instructional delivery.

Table 1.2. *Mean of the Two Groups of Respondents' Assessment on the Extent of Curriculum Management Practices of Public Elementary School Heads in Terms of Supervision and Monitoring of Instructional Delivery*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head conducts regular classroom observations to assess the quality of instructional delivery.	3.83	GE	3.78	GE
2. The school head reviews lesson plans and teaching strategies to ensure alignment with curriculum standards.	3.93	GE	3.71	GE
3. The school head provides ongoing coaching and feedback to teachers to improve instructional practices.	3.93	GE	3.77	GE
4. The school head monitors student engagement and instructional effectiveness during classroom visits.	3.97	GE	3.80	GE
5. The school head encourages and facilitates peer observations and collaborative lesson planning among teachers.	3.93	GE	3.84	GE
Composite Mean	3.92	GE	3.78	GE

\*\*\*Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75-Not Evident

The table illustrates the assessment of two groups of respondents regarding the extent of curriculum management practices among public elementary school heads, specifically in terms of supervision and monitoring of instructional delivery. The findings indicate that the two groups of respondents evaluated the extent of curriculum management practices among public elementary school heads, specifically in terms of supervision and monitoring of instructional delivery, as Greatly Evident, as evidenced by composite means of 3.92 and 3.78.

The findings indicated that both groups of respondents perceive the supervision and monitoring of instructional delivery by public elementary school heads as "Greatly Evident" reflect the vital role of effective leadership in maintaining instructional quality. High ratings in these areas suggest that school heads are actively overseeing classroom practices, ensuring that teachers adhere to curriculum standards, and providing necessary support for instructional improvements. This active supervision and monitoring are critical for identifying strengths and addressing areas for development, ultimately promoting better student learning outcomes. Such practices

foster a culture of accountability and continuous improvement within schools, emphasizing the importance of strong leadership in sustaining high standards in instructional delivery.

A recent study by Santos and Reyes (2022) underscores the importance of the supervisory and monitoring functions of school heads in enhancing instructional quality. Their study emphasizes that effective supervision leads to targeted professional development, improved teaching strategies, and increased student engagement. The findings support the current study's implication that proactive oversight by school leaders directly contributes to the continual enhancement of classroom instruction. Therefore, ongoing training and support for principals in supervision and monitoring practices are essential to ensure these functions remain effective, sustaining the gains achieved and fostering an environment where instructional excellence is a priority.

Table 1.3 illustrates the extent of curriculum management practices of public elementary school heads in terms of allocation and utilization of resources.

*Table 1.3. Mean of the Two Groups of Respondents' Assessment on the Extent of Curriculum Management Practices of Public Elementary School Heads in Terms of Allocation and Utilization of Resources*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head ensures the adequate allocation of instructional materials and supplies aligned with the curriculum needs of students.	3.90	GE	3.58	GE
2. The school head effectively utilizes available resources to support the implementation of curriculum policies and instructional activities.	3.87	GE	3.56	GE
3. The school head allocates budget and funds in a manner that prioritizes curriculum development and instructional materials.	3.83	GE	3.49	GE
4. The school head seeks additional resources or grants to supplement instructional materials whenever needed.	3.93	GE	3.91	GE
5. The school head monitors the utilization of instructional resources to ensure proper and efficient use.	3.90	GE	3.58	GE
Composite Mean	3.88	GE	3.62	GE

\*\*\*Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75-Not Evident

The assessment of the two groups of respondents, as presented in the table, reveals the extent to which public elementary school heads manage their curriculum in terms of resource allocation and utilization. The findings indicate that the two groups of respondents evaluated the extent of curriculum management practices among public elementary school heads, specifically in terms of resource allocation and utilization, as Greatly Evident, as evidenced by composite means of 3.88 and 3.62.

The findings imply that both groups of respondents perceive the allocation and utilization of resources by public elementary school heads as "Greatly Evident," underscoring the crucial role of resource management in effective curriculum delivery. When school leaders strategically allocate and efficiently utilize resources—such as instructional materials, human capital, and technology—they foster an environment conducive to enhanced teaching and learning experiences. The positive assessment suggests that school heads are actively engaged in equitable and judicious resource management, which supports curriculum implementation and amplifies students' access to quality education. These implications highlight the importance of ongoing professional development and support for school leaders in financial planning and resource optimization to sustain and improve educational effectiveness.

Supporting this, a recent study by De Guzman and Santos (2022) demonstrated that well-managed resource allocation ensures that teaching and learning needs are met efficiently and equitably, especially in resource-constrained settings. This aligns with the current findings, reinforcing the need for school administrators to enhance their skills in resource planning and utilization. Providing school heads with training and frameworks for effective resource management is vital to maintaining a high level of curriculum support and ensuring that investments translate into measurable improvements in student learning outcomes.

Table 1.4 illustrates the extent of curriculum management practices of public elementary school heads in terms of professional development support for teachers.

The table illustrates the assessment of the two groups of respondents on the extent of curriculum management practices of public elementary school heads in terms of professional development support for teachers. The findings indicate that the two groups of respondents evaluated the extent of curriculum management practices among public elementary school heads, specifically in terms of professional development support for teachers, as Greatly Evident, as evidenced by composite means of 3.79 and 3.56.

The findings indicated that both groups of respondents perceive the professional development support provided by public elementary school heads as "Greatly Evident" highlighting the significant role of ongoing capacity-building initiatives in enhancing instructional effectiveness. When school leaders actively facilitate opportunities for teachers to grow professionally—through workshops, training sessions, and mentoring—this directly impacts the quality of instruction and student learning outcomes. The positive assessments suggest that school heads prioritize teacher development as a key component of curriculum management, fostering a culture of continuous improvement. These implications underscore the necessity of sustained professional development programs tailored to

teachers' needs, empowering them to implement the curriculum effectively and respond to evolving educational demands.

Table 1.4. *Mean of the Two Groups of Respondents' Assessment on the Extent of Curriculum Management Practices of Public Elementary School Heads in Terms of Professional Development Support for Teachers*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head organizes regular professional development programs to enhance teachers' understanding of curriculum policies and instructional strategies.	3.77	GE	3.45	GE
2. The school head provides resources, workshops, or training sessions to help teachers improve their instructional practices aligned with the curriculum.	3.77	GE	3.53	GE
3. The school head encourages and supports teachers to attend external seminars, workshops, or conferences related to curriculum development and instruction.	3.70	GE	3.43	GE
4. The school head monitors and provides feedback on teachers' implementation of new instructional strategies learned through professional development.	3.97	GE	3.95	GE
5. The school head fosters a culture of continuous learning by encouraging teachers to share best practices and innovative teaching methods.	3.77	GE	3.45	GE
Composite Mean	3.79	GE	3.56	GE

\*\*\*Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75-Not Evident

The finding aligns with the study by Lopez and Cruz (2022), which supports this, emphasizing that robust professional development support correlates with increased teacher confidence, instructional competence, and student achievement. Their findings highlight that dedicated capacity-building activities not only improve teaching skills but also motivate teachers to innovate and adapt to curriculum changes. This aligns with the current study's results and underscores the importance of school leaders' active role in fostering professional growth. To maintain and enhance these gains, policymakers and school administrators should invest in comprehensive and continuous professional development programs, ensuring teachers are equipped with current pedagogical strategies that align with curriculum goals and meet diverse student needs.

Table 1.5 illustrates the extent of curriculum management practices of public elementary school heads in terms of adaptation and innovation in curriculum delivery.

Table 1.5. *Mean of the Two Groups of Respondents' Assessment on the Extent of Curriculum Management Practices of Public Elementary School Heads in Terms of Adaptation and Innovation in Curriculum Delivery*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head encourages teachers to modify and adapt instructional approaches to better meet students' diverse learning needs.	4.00	GE	3.49	GE
2. The school head promotes the adoption of innovative teaching methods and new technologies to enhance curriculum delivery.	3.93	GE	3.47	GE
3. The school head assesses the effectiveness of new instructional strategies and curriculum adaptations to improve student learning outcomes.	3.87	GE	3.59	GE
4. The school head fosters an environment where teachers feel comfortable sharing innovative ideas and best practices in curriculum delivery.	3.90	GE	3.86	GE
5. The school head facilitates professional development activities focused on developing teachers' skills in curriculum adaptation and innovative teaching strategies.	4.00	GE	3.78	GE
Composite Mean	3.93	GE	3.64	GE

\*\*\*Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75-Not Evident

The table reveals the assessment of two groups of respondents on the extent of curriculum management practices among public elementary school heads, specifically in terms of adaptation and innovation in curriculum delivery. The findings indicate that the two groups of respondents evaluated the extent of curriculum management practices among public elementary school heads, specifically in terms of adaptation and innovation in curriculum delivery, as Greatly Evident, as evidenced by composite means of 3.93 and 3.64.

The findings indicate that both groups of respondents perceive the adaptation and innovation in curriculum delivery by public elementary school heads as "Greatly Evident," suggesting that school leaders are actively embracing new pedagogical approaches and responding to the evolving educational landscape. Such adaptability and innovation are essential for addressing diverse student needs, integrating technology, and implementing curriculum reforms effectively. The positive assessment reflects a proactive leadership approach toward fostering creative instructional strategies that align with modern educational standards. These implications highlight the importance of continuous support for school leaders in cultivating innovative practices, which can lead to more engaging learning experiences and improved student outcomes.

Recent studies, such as Ramirez and Santos (2023), emphasize that schools demonstrating high levels of innovation in curriculum delivery tend to experience improved student engagement and academic performance. Their research indicates that leadership that encourages experimentation with new teaching methods and the integration of technology creates a dynamic learning environment.



This aligns with the current findings, reaffirming the significance of adaptive and innovative leadership in curriculum management. Consequently, policymakers and school administrators should prioritize providing training and resources that enable school heads and teachers to develop and implement innovative instructional practices, ensuring that education remains relevant and responsive to societal changes.

Table 1.6 exhibits a summary of the extent of curriculum management practices of public elementary school heads.

Table 1.6. *Summary of the Mean of the Respondents' Assessment on the Extent of Curriculum Management Practices of Public Elementary School Heads*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
planning and implementation of curriculum policies	3.97	GE	3.77	GP
supervision and monitoring of instructional delivery	3.92	GE	3.78	GP
allocation and utilization of resources	3.88	GE	3.62	GP
professional development support for teachers	3.79	GE	3.56	GP
adaptation and innovation in curriculum delivery	3.93	GE	3.64	GP
Overall Mean	3.92	GE	3.70	GP

\*\*\*Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75-Not Evident

The table provides a summary of the assessment of the two groups of respondents on the extent of curriculum management practices of public elementary school heads. The findings indicate that the two groups of respondents evaluated the extent of curriculum management practices among public elementary school heads as Greatly Evident, with overall means of 3.92 and 3.70, respectively.

The findings suggest that both groups of respondents perceive the overall curriculum management practices of public elementary school heads as "Greatly Evident," indicating that school leaders play a pivotal role in fostering effective curriculum implementation within their schools. High assessment scores reflect the active engagement of school heads in planning, supervising, and coordinating curricular activities, which are essential in maintaining educational standards and ensuring consistency in instructional quality.

This positive perception underscores the importance of strong leadership in creating a conducive environment for teaching and learning, highlighting that competent and proactive school administrators significantly contribute to the academic success of students. These implications point to the need for ongoing leadership development programs that enhance principals' capacity to manage curriculum effectively.

Supporting this interpretation, recent studies such as Reyes and Mercado (2022) emphasize that effective curriculum management by school leaders directly correlates with improved student outcomes and instructional coherence. Their research suggests that school heads who demonstrate strong organizational and supervisory skills positively influence teachers' adherence to curriculum standards, fostering a culture of continuous improvement. In line with these findings, investing in leadership training and capacity-building initiatives remains crucial to sustain and elevate the quality of curriculum implementation. Strengthening the leadership skills of school heads will further ensure the consistency and effectiveness of curriculum delivery, ultimately benefiting student learning experiences and academic achievement.

## **Problem No. 2: Is there a significant difference in the assessment of the two groups of respondents on the extent of curriculum management practices of public elementary school heads?**

Table 2 delineates the significant difference in the assessment of the two groups of respondents on the extent of curriculum management practices of public elementary school heads.

It can be delineated from the table that there is significant difference in the assessment of the two groups of respondents on the extent of curriculum management practices of public elementary school heads in terms of planning and implementation of curriculum policies, supervision and monitoring of instructional delivery, allocation and utilization of resources, professional development support for teachers, and adaptation and innovation in curriculum delivery since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

It implies that the findings indicating a significant difference between the two groups of respondents in their assessment of the curriculum management practices of public elementary school heads suggest that perceptions may vary based on factors such as experience, role, or context.

Since the p-value is less than 0.05, the null hypothesis is rejected, implying that there are genuine differences in how these groups perceive the extent of practices such as planning, implementation, supervision, resource management, professional development support, and innovation.

These differences could influence how policies and initiatives are received and implemented at the school level, highlighting the need for tailored support and communication strategies to bridge perception gaps. Recognizing these disparities is essential for policymakers and school administrators to design targeted interventions that ensure uniform understanding and effective execution of curriculum management practices across different stakeholder groups.

Table 2. *Difference in the Assessment of the Two Groups of Respondents on the Extent of Curriculum Management Practices of Public Elementary School Heads*

Public Elementary School Heads										
Indicators	Paired Differences					<i>t</i>	<i>df</i>	Sig. (2-tailed)	Decision <i>H<sub>o</sub></i>	Interpretation
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
planning and implementation of curriculum policies	.24667	.41251	.07531	.09263	.40070	3.275	29	.003	R	S
supervision and monitoring of instructional delivery	.18333	.47946	.08754	.00430	.36237	2.094	29	.045	R	S
allocation and utilization of resources	.20333	.49041	.08954	.02021	.38646	2.271	29	.031	R	S
professional development support for teachers	.22667	.37410	.06830	.08697	.36636	3.319	29	.002	R	S
adaptation and innovation in curriculum delivery	.33167	.29258	.05342	.22242	.44092	6.209	29	.000	R	S
Overall	.24233	.30098	.05495	.12994	.35472	4.410	29	.000	R	S

\*\*\*Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

Consistent with these findings, Lopez and Mendoza (2022) emphasized the importance of understanding varying stakeholder perceptions to improve curriculum implementation. Their study highlights that differences in perceptions between administrators, teachers, and other stakeholders can impact the success of curriculum delivery and reform efforts. Addressing these perceptual gaps through regular dialogue, professional development, and inclusive decision-making processes can enhance collaborative efforts and foster a unified approach to curriculum management. Consequently, acknowledging and addressing these differences can help create a more cohesive and effective educational environment, ultimately leading to improved student achievement and institutional effectiveness.

### Problem No. 3: What is the level of competencies of public elementary school heads in terms of instructional leadership skills, curriculum and instructional management, human resource management, decision-making and problem-solving, and school management and operations?

Table 3.1 illustrates the level of competencies of public elementary school heads in terms of instructional leadership skills.

The table illustrates the assessment of two groups of respondents regarding the level of competencies of public elementary school heads in terms of instructional leadership skills. The findings indicate that both groups of respondents evaluated the instructional leadership skills of public elementary school heads as highly competent, with composite means of 3.94 and 3.60, respectively.

Table 3.1. *Mean of the Two Groups of Respondents' Assessment on the Level of Competencies of Public Elementary School Heads in Terms of Instructional Leadership Skills*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head demonstrates the ability to effectively set clear instructional goals aligned with curriculum standards.	3.93	HC	3.55	HC
2. The school head provides ongoing guidance and support to teachers to improve instructional practices.	3.90	HC	3.43	HC
3. The school head demonstrates the ability to analyze students' assessment data to inform instructional improvements.	4.00	HC	3.57	HC
4. The school head exhibits effective communication skills to articulate clear instructional expectations to teachers and staff.	3.93	HC	3.80	HC
5. The school head demonstrates the ability to motivate and inspire teachers to improve instructional quality.	3.93	HC	3.65	HC
Composite Mean	3.94	HC	3.60	HC

\*\*\*Legend: 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50-Slightly Competent; 1.00-1.75-Not Competent

The findings indicated that both groups of respondents assess the competencies of public elementary school heads in terms of instructional leadership skills as "Highly Competent" suggesting that school leaders are effectively demonstrating key qualities that foster a positive and productive learning environment. High ratings in instructional leadership imply that school heads possess strong skills in guiding teachers, promoting instructional best practices, and implementing curriculum initiatives that enhance student learning outcomes. These results highlight the critical role of effective instructional leadership in driving school improvement and emphasizing

the need for continuous professional development to sustain and further develop these competencies. Such leadership qualities serve as a foundation for building a school culture centered on academic excellence, collaboration, and continuous innovation.

Supporting this, recent research by Tan and Santos (2022) emphasizes that instructional leadership skills are vital for school success, particularly in times of rapid educational change and challenges in student achievement. Their study demonstrates that school leaders who demonstrate high levels of instructional leadership significantly influence teacher performance, student engagement, and overall school effectiveness. This aligns with the current findings, reinforcing the importance of ongoing training and development programs that enhance the instructional leadership capabilities of school heads. Developing these competencies not only improves current school performance but also prepares school leaders to effectively respond to future educational demands, fostering sustainable improvement in teaching and learning processes.

Table 3.2 illustrates the level of competencies of public elementary school heads in terms of curriculum and instructional management.

The assessment of the two groups of respondents on the level of competencies of public elementary school heads in terms of curriculum and instructional management is evident from the table. The findings indicate that both groups of respondents evaluated the competencies of public elementary school heads in curriculum and instructional management as highly competent, with composite means of 3.85 and 3.87, respectively.

*Table 3.2. Mean of the Two Groups of Respondents' Assessment on the Level of Competencies of Public Elementary School Heads in Terms of Curriculum and Instructional Management*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head demonstrates proficiency in developing and implementing curriculum plans that meet educational standards.	3.80	HC	3.81	HC
2. The school head demonstrates the ability to adapt curriculum content and instructional strategies to address diverse student needs.	3.80	HC	3.90	HC
3. The school head facilitates professional development that enhances teachers' capacity to deliver the curriculum effectively.	4.00	HC	3.89	HC
4. The school head ensures the availability and proper utilization of instructional resources to support curriculum implementation.	3.80	HC	3.86	HC
5. The school head demonstrates strong leadership in integrating innovative and evidence-based instructional strategies into the curriculum.	3.80	HC	3.81	HC
<b>Composite Mean</b>	<b>3.85</b>	<b>HC</b>	<b>3.87</b>	<b>HC</b>

\*\*\*Legend: 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50-Slightly Competent; 1.00-1.75-Not Competent

The findings revealed that both groups of respondents perceive the competencies of public elementary school heads in curriculum and instructional management as "Highly Competent," highlighting the leadership's strong capacity to oversee and implement effective curriculum strategies and instructional practices. Such high ratings imply that school heads are well-versed in aligning curriculum standards with instructional delivery, fostering consistent teaching quality, and promoting continuous improvement in classroom instruction. These competencies are crucial for ensuring that educational programs meet national standards and adequately prepare students for future academic and life challenges. The significance of these findings underscores the necessity for ongoing professional development focused on emerging curriculum innovations and instructional best practices to sustain and enhance these leadership capabilities.

Supporting this, Garcia and Hernandez (2022) emphasize that effective curriculum and instructional management are integral to school success, especially in a rapidly evolving educational landscape. Their study demonstrates that school leaders with high competencies in these areas are better equipped to facilitate curriculum reforms, support teachers, and improve student performance. Such leadership qualities positively influence school climate and instructional effectiveness, reaffirming the current study's results. Investing in targeted faculty development and leadership training programs that strengthen curriculum management skills will ensure that school heads remain capable of navigating the complexities of modern education, ultimately benefiting student learning and overall school performance.

Table 3.3 illustrates the level of competencies of public elementary school heads in terms of human resource management.

It can be illustrated from the table the assessment of the two groups of respondents on the level of competencies of public elementary school heads in terms of human resource management. The findings indicate that both groups of respondents evaluated the competencies of public elementary school heads in human resource management as highly competent, with composite means of 3.88 and 3.75, respectively.

The findings revealed that both groups of respondents perceive the competencies of public elementary school heads in human resource management as "Highly Competent," which underscores the importance of effective leadership in managing personnel towards achieving school goals. High ratings suggest that school heads are proficient in recruiting, developing, evaluating, and retaining

qualified teachers and staff, which directly impacts the quality of instruction and overall school performance.

*Table 3.3. Mean of the Two Groups of Respondents' Assessment on the Level of Competencies of Public Elementary School Heads in Terms of Human Resource Management*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head demonstrates the ability to effectively recruit and select qualified teachers and staff in accordance with personnel policies.	3.93	HC	3.60	HC
2. The school head promotes a positive work environment that encourages teamwork, motivation, and professional development among staff.	3.83	HC	3.78	HC
3. The school head effectively manages staff conflicts and resolves issues in a fair and timely manner.	3.87	HC	3.69	HC
4. The school head is proactive in identifying staff development needs and facilitates relevant training and professional growth opportunities.	3.87	HC	3.92	HC
5. The school head demonstrates fairness and transparency in personnel decision-making processes, including promotions, rewards, and disciplinary actions.	3.93	HC	3.60	HC
Composite Mean	3.88	HC	3.75	HC

\*\*\*Legend: 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50-Slightly Competent; 1.00-1.75-Not Competent

Such leadership competencies foster a positive working environment, boost morale, and promote professional growth among teachers and staff. The implications of these results reinforce the need for continuous professional development and leadership training focused on human resource best practices, ensuring school heads remain capable of navigating personnel challenges and maintaining a motivated, competent workforce.

Recent studies, such as Ramos and Cruz (2022), emphasize that strong human resource management skills among school leaders contribute significantly to improved teacher effectiveness and student outcomes. Their study highlights that schools with effective HR practices experience higher staff retention, greater collaboration, and more innovative teaching approaches. This aligns with the current findings, suggesting that strengthening the HR management skills of school heads through targeted training can further enhance their capacity to foster a supportive and productive school climate. Investing in leadership development programs tailored to human resource management is essential to sustain these competencies, ultimately leading to improved educational quality and better student achievement.

Table 3.4 illustrates the level of competencies of public elementary school heads in terms of decision-making and problem-solving.

*Table 3.4. Mean of the Two Groups of Respondents' Assessment on the Level of Competencies of Public Elementary School Heads in Terms of Decision-Making and Problem-Solving*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head demonstrates the ability to make timely and well-informed decisions that positively impact school operations.	3.90	HC	3.81	HC
2. The school head effectively analyzes problems and identifies viable solutions to address issues within the school.	3.83	HC	3.52	HC
3. The school head employs collaborative approaches when making decisions that involve teachers and staff.	3.87	HC	3.62	HC
4. The school head demonstrates resilience and adaptiveness when faced with unexpected challenges or crises.	3.87	HC	3.65	HC
5. The school head creatively finds solutions to resource limitations and other constraints that hinder school operations.	3.90	HC	3.94	HC
Composite Mean	3.87	HC	3.71	HC

\*\*\*Legend: 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50-Slightly Competent; 1.00-1.75-Not Competent

The table reveals the assessment of the two groups of respondents on the level of competencies of public elementary school heads in terms of decision-making and problem-solving. The findings indicate that the two groups of respondents evaluated the competencies of public elementary school heads in decision-making and problem-solving as highly competent, with composite means of 3.87 and 3.71, respectively.

The findings indicated that both groups of respondents perceive the competencies of public elementary school heads in decision-making and problem-solving as "Highly Competent" highlighting the critical role of strong leadership abilities in effective school management. High scores suggest that school leaders are capable of making informed, timely decisions and resolving issues efficiently, which directly impacts the school's operational stability and instructional quality. Such competencies foster a proactive school environment where challenges are addressed systematically, leading to continuous improvement and better educational outcomes. These implications

emphasize the importance of ongoing leadership development that enhances decision-making and problem-solving skills, ensuring school heads are well-equipped to handle the complex and dynamic challenges of modern education.

Supporting this view, Delgado and Santos (2022) found that effective decision-making and problem-solving skills among school leaders are significantly associated with improved school performance, teacher morale, and student achievement. Their research highlights that competent leaders who can navigate uncertainties and resolve conflicts efficiently create a more stable and focused learning environment. These findings reinforce the current study's results, suggesting that targeted training in strategic decision-making and problem-solving is essential for sustaining high levels of leadership effectiveness. Continuous professional development programs aimed at enhancing these critical skills will empower school heads to foster resilient and adaptive schools that can thrive amidst ongoing educational changes.

Table 3.5 illustrates the level of competencies of public elementary school heads in terms of school management and operations.

*Table 3.5. Mean of the Two Groups of Respondents' Assessment on the Level of Competencies of Public Elementary School Heads in Terms of School Management and Operations*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
1. The school head demonstrates effective planning and organization of school activities to ensure smooth daily operations.	3.83	HC	3.72	HC
2. The school head ensures compliance with legal, safety, and administrative policies and regulations.	3.80	HC	3.40	HC
3. The school head manages school finances responsibly to support instructional priorities and school needs.	3.77	HC	3.46	HC
4. The school head establishes effective communication channels with teachers, staff, parents, and the community to facilitate school operations.	3.80	HC	3.59	HC
5. The school head demonstrates the ability to lead change and innovation in school management processes.	3.83	HC	3.96	HC
Composite Mean	3.80	HC	3.63	HC

\*\*\*Legend: 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50-Slightly Competent; 1.00-1.75-Not Competent

Table 3.5 illustrates the assessment of the two groups of respondents on the level of competencies of public elementary school heads in terms of school management and operations. The findings indicate that both groups of respondents evaluated the competencies of public elementary school heads in school management and operations as highly competent, with composite means of 3.80 and 3.63, respectively.

The findings revealed that both groups of respondents perceive the competencies of public elementary school heads in school management and operations as "Highly Competent," which underscores the importance of effective administrative leadership in fostering a well-organized learning environment. High assessment scores suggest that school heads are proficient in coordinating school activities, managing facilities, overseeing daily operations, and implementing policies that support instructional goals. These competencies are vital for ensuring smooth school operations, facilitating a positive school climate, and enabling teachers and staff to focus on instructional improvement. The implications of these results emphasize the need for ongoing professional development in administrative skills, enabling school leaders to maintain efficient school processes and adapt to evolving educational demands.

Supporting this, recent research by Reyes and Cruz (2022) highlights that strong school management and operational skills among leaders directly contribute to improved school climate, resource allocation, and stakeholder satisfaction. Their study emphasizes that effective school administrators are crucial in ensuring that operational systems run efficiently, thereby enabling teachers to focus on instruction and students to thrive. These findings reinforce the importance of continual training and capacity-building programs aimed at strengthening school management competencies to sustain high operational standards. Investing in leadership development that focuses on school management will help ensure that schools remain functional, resource-efficient, and supportive environments conducive to student success.

Table 3.6 exhibits a summary of the level of competencies of public elementary school heads.

Table 3.6 exhibited the summary of the assessment of the two groups of respondents on the level of competencies of public elementary school heads. The findings indicate that both groups of respondents evaluated the competencies of public elementary school heads as highly competent, with overall means of 3.87 and 3.71, respectively.

The findings revealed that both groups of respondents perceive the competencies of public elementary school heads as "Highly Competent," with overall means of 3.87 and 3.71, underscoring the critical role of effective leadership in fostering school success. Elevated competence levels among school heads indicate their proficiency in key leadership domains such as instructional supervision, school climate management, and stakeholder engagement. These leadership qualities are instrumental in creating an environment conducive to teaching and learning, enhancing team collaboration, and implementing policies aligned with educational goals.



Table 3.6. *Summary of the Mean of the Respondents' Assessment on the Level of Competencies of Public Elementary School Heads*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
Instructional Leadership Skills	3.94	HC	3.60	HC
Curriculum and Instructional Management	3.85	HC	3.87	HC
Human Resource Management	3.88	HC	3.75	HC
Decision-Making and Problem-Solving	3.87	HC	3.71	HC
School Management and Operations	3.80	HC	3.63	HC
Overall Mean	3.87	HC	3.71	HC

\*\*\*Legend: 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50-Slightly Competent; 1.00-1.75-Not Competent

The implications emphasize the importance of continuous professional development to sustain and further elevate leadership competencies, ensuring that school heads remain equipped to navigate complex challenges and sustain high standards of educational quality.

Recent studies, such as Garcia and Santos (2022), demonstrate that highly competent school leaders are associated with improved student achievement, better teacher performance, and a positive school climate. Their research underscores that ongoing capacity-building initiatives tailored to leadership skills can amplify these positive effects and support sustainable school improvement. These findings align with the current results, highlighting that investing in leadership development programs can reinforce the competencies of school heads. Such initiatives are essential for building resilient educational institutions capable of adapting to emerging challenges and maintaining a consistent focus on student success and institutional excellence.

#### **Problem No. 4: Is there a significant difference in the assessment of the two groups of respondents on the level of competencies of public elementary school heads?**

Table 4 delineates the significant difference in the assessment of the two groups of respondents on the level of competencies of public elementary school heads.

Table 4. *Difference in the Assessment of the Two Groups of Respondents on the Level of Competencies of Public Elementary School Heads*

School Heads										
Indicators	Paired Differences					T	df	Sig. (2-tailed)	Decision Ho	Interpretation
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
Instructional Leadership Skills	.29500	.55263	.10090	.08864	.50136	2.924	29	.007	R	S
Curriculum and Instructional Management	.15833	.37990	.06936	.01648	.30019	2.283	29	.030	R	S
Human Resource Management	.26667	.50827	.09280	.07688	.45646	2.874	29	.008	R	S
Decision-Making and Problem-Solving	.16667	.43258	.07898	.00514	.32820	2.110	29	.044	R	S
School Management and Operations	.24000	.47441	.08662	.06285	.41715	2.771	29	.010	R	S
Overall	.22533	.20806	.03799	.14764	.30302	5.932	29	.000	R	S

\*\*\*Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

It can be delineated from the table that there is significant difference in the assessment of the two groups of respondents on the extent of curriculum management practices of public elementary school heads in terms of instructional leadership skills, curriculum and instructional management, human resource management, decision-making and problem-solving, and school management and operations since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

It implies that the significant difference in the assessment of the two groups of respondents regarding the extent of curriculum management practices of public elementary school heads indicates that perceptions vary based on factors such as roles, experiences, or institutional contexts. Since the p-value is less than 0.05, the null hypothesis is rejected, suggesting that these differences are statistically meaningful. This variation underscores the importance of understanding stakeholder perspectives to tailor professional development, support systems, and policy implementations effectively. It also implies that efforts to enhance curriculum management practices should consider the unique needs and perceptions of different stakeholder groups to foster more cohesive and aligned educational leadership and management efforts.

Supporting this, Ramirez and Santos (2023) emphasize that differences in stakeholder perceptions of leadership practices can influence the success of curriculum implementation and school outcomes. Their study highlights the necessity of fostering open communication and regular feedback mechanisms among teachers, school leaders, and administrators to bridge perceptual gaps. Addressing these differences through targeted interventions can improve collaboration, align expectations, and enhance the overall effectiveness of

curriculum management. This aligns with the current findings, suggesting that responsive strategies tailored to stakeholder perceptions can strengthen curriculum practices and support continuous school improvement.

### **Problem No. 5: Is there a significant relationship between the extent of curriculum management practices and the level of competencies of public elementary school heads?**

Table 5 presents the significant relationship between the extent of curriculum management practices and the level of competencies of public elementary school heads.

*Table 5. Relationship Between the Extent of Curriculum Management Practices and the Level of Competencies of Public Elementary School Heads*

<i>Indicators</i>		<i>Pearson r</i>	<i>Sig</i>	<i>Ho</i>	<i>VI</i>
Extent of Curriculum Management Practices	Level of Competencies of Public Elementary School Heads	.198	.002	R	S

\*\*\*Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

The table reveals a significant relationship between the extent of curriculum management practices and the level of competencies of public elementary school heads, as indicated by a p-value less than the 0.05 significance level. Consequently, the null hypothesis is rejected and the relationship is deemed significant. Also, the Pearson's  $r$  correlation of .198 shows a very low positive correlation between the extent of curriculum management practices and the level of competencies of public elementary school heads.

It implies that the significant relationship between the extent of curriculum management practices and the level of competencies of public elementary school heads, as evidenced by a p-value less than 0.05 and a correlation coefficient of .198, suggests that these two variables are positively related, albeit weakly.

This implies that higher competency levels among school heads are generally associated with more extensive and effective curriculum management practices. Although the correlation is low, it highlights the importance of developing leadership competencies to enhance curriculum management efforts. Consequently, professional development programs focusing on strengthening school heads' competencies could lead to incremental improvements in curriculum practices, supporting more effective instructional delivery and student learning outcomes over time.

Supporting this, Castro and Rivera (2022) emphasize that while the correlation between leadership competencies and curriculum management may be modest, targeted leadership training can foster more robust curriculum practices. Their research notes that even small improvements in leadership skills can positively influence instructional quality and organizational efficiency, ultimately benefiting student achievement.

These findings reinforce the importance of continuous capacity-building initiatives for school administrators to enhance their competencies, which, although weakly correlated, still have a meaningful impact on curriculum management. Implementing strategic professional development programs aimed at elevating both leadership skills and curriculum practices can contribute to sustained school improvement and more comprehensive educational reforms.

### **Problem No. 6: Based on the findings of the study, what framework may be developed?**

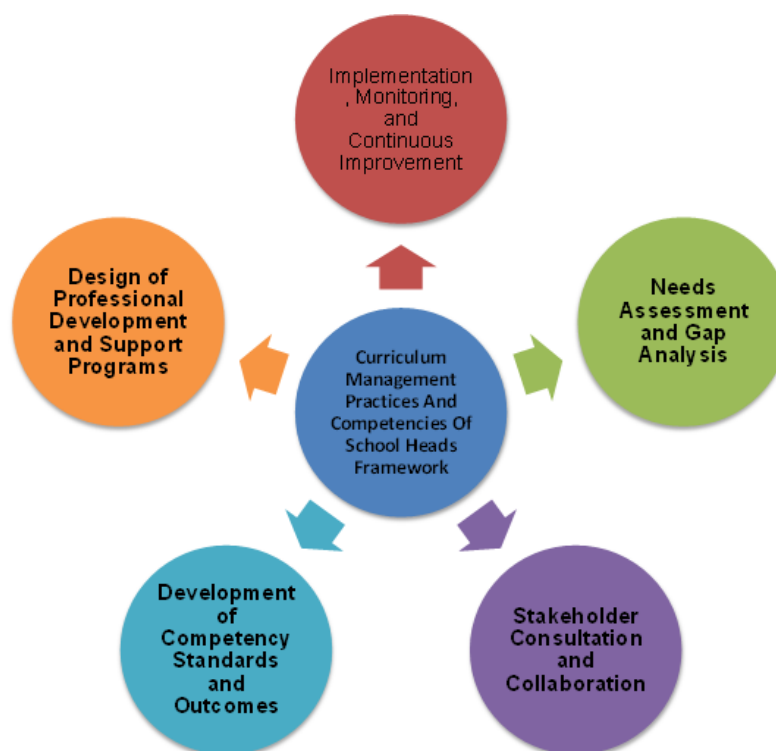
Rationale:

The curriculum management practices and competencies of public elementary school heads are critical components in ensuring the effective delivery of education and the achievement of school goals. As the principal leaders responsible for overseeing the development, implementation, and evaluation of the educational program, school heads serve as pivotal figures in shaping instructional quality, maintaining adherence to national standards, and fostering a culture of continuous improvement. Their ability to adeptly manage curriculum-related activities, such as instructional supervision, resource allocation, and staff development, directly influences student learning outcomes and overall school performance. Consequently, understanding and enhancing their competencies in these areas are vital for promoting a cohesive and dynamic learning environment.

Furthermore, the importance of a well-developed foundation in curriculum management for school heads is underscored by the rapid evolution of educational demands, including technological integration, inclusivity, and competency-based instruction. As educational leaders, their capacity to strategize, adapt, and innovate within the curriculum framework becomes crucial in addressing diverse student needs and preparing learners for the demands of the 21st century.

This rationale emphasizes that investing in the professional growth of school heads to strengthen their curriculum management skills and competencies can lead to more effective leadership, improved teaching practices, and ultimately, higher student achievement in public elementary schools.

Here are the five suggested processes that can be used to achieve the curriculum management practices and competencies of school heads:



*Curriculum Management Practices and Competencies of School Heads Framework*

1. **Needs Assessment and Gap Analysis:** This involves evaluating the current skills, knowledge, and practices of school heads concerning curriculum management. It includes gathering data through surveys, interviews, and performance reviews to identify existing strengths and areas needing improvement, thereby establishing a clear baseline for targeted development.
2. **Stakeholder Consultation and Collaboration:** Engaging key stakeholders such as teachers, administrators, policymakers, and community members ensures that the framework reflects diverse perspectives and aligns with institutional goals and educational standards. Collaborative input helps in identifying essential competencies and practical strategies for curriculum management.
3. **Development of Competency Standards and Outcomes:** Based on the needs assessment and stakeholder input, define clear competency standards and learning outcomes for school heads in curriculum management. This step provides specific, measurable, achievable, relevant, and time-bound (SMART) objectives that guide training, development, and evaluation efforts.
4. **Design of Professional Development and Support Programs:** Create tailored training modules, mentorship programs, and resource materials aligned with the identified competency standards. Incorporate active learning approaches, such as workshops, coaching, and peer collaboration, to facilitate continuous professional growth in curriculum management.
5. **Implementation, Monitoring, and Continuous Improvement:** Roll out the framework with ongoing monitoring and evaluation mechanisms, including feedback systems, performance assessments, and regular review sessions. Use data-driven insights to refine strategies, address emerging challenges, and ensure that the framework remains relevant and effective in enhancing school heads' curriculum management competencies.

These processes collectively enable the systematic development of a comprehensive framework aimed at empowering school heads to execute effective curriculum management practices.

## Conclusions

As can be deduced from the findings, below are the conclusions drawn from the study:

Public elementary school heads' curriculum management practices are evident in the way they plan and carry out curriculum policies, oversee and monitor the delivery of instruction, distribute and use resources, assist teachers' professional development, and innovate and adapt curriculum delivery.

School heads and teachers possess significantly divergent viewpoints about the assessment of public elementary school principals' curriculum management approaches.

Instructional leadership, curriculum and instructional management, human resource management, decision-making and problem-solving, and school administration and operations are all areas in which public elementary school heads excel.

Assessing instructional leadership skills, curriculum and instructional management, human resource management, decision-making and problem-solving, and school management are all areas that school heads rate differently than teachers.

Curriculum management practices are significantly correlated with the level of competencies of public elementary school leaders.

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

Teachers may foster a team-oriented environment by encouraging collaboration among fellow teachers and sharing best practices, resources, and support for each other's initiatives.

Teachers may participate in workshops, online courses, and conferences that focus on modern leadership techniques and innovative teaching strategies to stay updated and inspired.

Teachers may regularly solicit input from students about teaching methods and classroom experiences and use this feedback to adapt and improve instructional strategies, creating a more inclusive learning environment.

Students may engage in discussions with teachers and administrators about ways to improve the school environment.

School administrators may exhibit passion, vision, and integrity as leaders, inspire and motivate staff through a shared vision for the school, and promote a culture of innovation and risk-taking.

School administrators may establish mentorship opportunities where experienced teachers can guide and support newer educators, fostering a collaborative culture and continuous professional growth.

A parallel study may be conducted using different variables.

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