SCHOOL HEADS' RESOURCES MANAGEMENT TO MATHEMATICS TEACHERS' EFFICACY IN SELECTED PUBLIC SECONDARY SCHOOLS IN DIVISION OF LAGUNA

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ABSTRACT

The school heads are able to manage the resources they have available in order to achieve their objectives, as well as those of their institutions. They have been able to efficiently manage their resources for the improvement of their students' learning. In addition, it also shows that there is a need for further improvement in terms of funding for more instructional materials and equipment, as well as providing additional training for teachers to be more effective in delivering quality education. School heads' have the ability to maintain organized classrooms conducive for learning, provide engaging instruction through effective use of strategies such as scaffolding and inquiry-based teaching; construct coherent assessments; and utilize data effectively for instructional improvement.

The results emphasize the importance of providing ongoing professional development opportunities for mathematics teachers so they can continue honing their knowledge and skills in order to meet students' needs. School heads' effective resource management is linked to an increase in mathematics teachers' efficacy. This suggests that when educational leaders are able to properly allocate resources and manage staff, it can positively impact the confidence and performance of their math educators. Furthermore, it indicates that stronger teacher-leader relationships improve overall student achievement while providing necessary support for teachers with respect to instructional strategies and guidance.

Thus, ensuring collaboration between administrators and educators regarding the resources available better prepares mathematics instructors to effectively provide instruction which eventually leads them to have higher levels of perceived self-efficacy. It is recommended that school heads should ensure that their resources are distributed strategically for maximum efficiency and effectiveness, paying attention to factors such as the curricula of different departments, teacher workloads, student enrollment trends, strengths and weaknesses in individual teachers' skill sets, etc. They should also look into evidence-based best practices for resource management from other schools or organizations in order to identify potential areas for improvement.

Keywords: Resources Management, Mathematics teachers 'efficacy, Teacher-leader relationship

INTRODUCTION

Education is a vital component of any society as it shapes the future of individuals and the nation. However, the provision of quality education requires effective management of resources, particularly in schools. School heads play a critical role in managing resources to ensure that students receive the best possible education and to ensure that teachers have access to the necessary resources to improve their instructional practices.

The effective management of school resources has become increasingly important as schools face budgetary constraints and must ensure that limited resources are allocated efficiently. The role of the school head in managing school resources cannot be overstated, particularly in mathematics education, which requires specialized resources and materials. The efficacy of mathematics teachers is a crucial factor in determining the quality of mathematics education that students receive. Teachers' efficacy in teaching mathematics refers to their belief in their ability to facilitate learning and achieve positive outcomes in their students. Teachers' efficacy is a crucial factor in determining the success of educational systems worldwide.

This research aims to explore the relationship between school heads' resources management and mathematics teachers' efficacy in teaching the subject. The findings of this research will contribute to the development of effective resource management practices for school heads, which will ultimately benefit the quality of mathematics education and the students it serves.

This study aimed to determine the level of school heads' management on school resources and its relationship on Mathematics teachers' efficacy, specifically it sought to answer the following questions:

1. What is the level of school heads' resources management relative to:
   1.1 Community Partnership;
   1.2 Equipment/Facilities
   1.3 Faculty; and
   1.4 Instruction?
2. What is the level of Mathematics teachers' efficacy in Public Elementary Schools with regards to:
   2.1. Mathematics Teachers' efficacy:
      2.1.1. instructional delivery
      2.1.2. classroom management:
      2.1.3. assessment?
3. Is there a significant relationship between the school heads' resources management and the Mathematics teachers' efficacy in Public elementary schools?

REVIEW OF RELATED LITERATURE

Resources management practices in schools play a crucial role in the success of educational institutions. Its importance is identified on how well principals perform in their workplace. More often principals are evaluated on how wisely they use the school resources and also students' academic achievements, which are influenced by local and national policies as well as the growing and demanding challenges from external environment. It is undeniably true that the performance of school leaders is crucial for school success and that the design of the role of principal is important and affects role performance (Lindberg, 2017).

Peterson (2016) underscored that strong partnership of school and community results to a win-win situation for both. It is also emphasized that management of resources relative to community linkages creates positive effect, which usually nurtures and sustains continual improvement of schools that will be beneficial to students as their primary clienteles.

The veritable concepts of resource management has been deciphered by Stanley (2017) to the point of digging deeper the dual words as rooted from French and Latar words "resourse" meaning relief and "manus" which stands for handled respectively and both generally would deviate the ability to meet and handle a situation by bringing into normally the condition for effective deliverance of service and thus liberate the greatest number from the bondage figurance, poverty and injustice and ultimately developed in them their rightful share in building their family and community in particular and their society in general from educational perspective. Parallel to the statements given, Okendu (2017) assert that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary.

Agabi (2016) observes that, the resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. More so, due to the general level of poverty in the country, the contribution of communities and households to educational provision has been negligible.

Effective resource management is one of the most important responsibilities of school administrators. After public schools receive funding from state and federal governments, they must allocate those resources to fund programs and other school necessities.

As a social institution tasked to gear up people with the knowledge and skills necessary to adjust to this ever-changing society, schools must consider implementing their respective human resource management practices among their teachers to ensure optimum school engagement and commendable teaching performance are met. Therefore, a particular strategic practice/s of human resource management should be established and harnessed with teachers' performance in attaining efficient, quality, and globally competitive education (Olaivar, R. G., and Loayon, L. D., 2022).

Transparency in financial management may make or break a school head. Stakeholders must be informed on how the money is spent and liquidated based on the Maintenance and Other Operating Expenses (MOOE), canteen proceeds, income from IGP, donations, contributions, etc. The more transparent the school head is, the better for the school. To empower means to give others the full trust to do something for the betterment of the school. One way of doing this is to apply the power of delegation. School heads who are afraid to delegate their responsibility are not real leaders and managers. An empowering school head understands that he/she can delegate only the responsibility and not the accountability, for accountability still belongs to him/her. An empowering leader is someone who values the presence of everyone in the organization, happy when someone is leading a team and does the work, enthusiastic in monitoring the progress of the task, and always prepared to provide inputs and feedback once needed (Tecson, P., 2020, May 29).

According to Noe et al. (2018), an organization performs best when all these practices are managed well. Employees and customers at schools with effective HRM tend to be more satisfied, and the companies tend to be more innovative, have greater productivity, and develop a more favourable reputation in the community.

Ten years ago, school leadership was noticeably absent from most major school reform agendas, and even the people who saw leadership as important to turning around failing schools expressed uncertainty about how to proceed. What a difference a decade makes. Today, improving school leadership ranks high on the list of priorities for school reform. In a detailed 2010 survey, school and district administrators, policymakers and others declared principal leadership among the most pressing matters on a list of issues in public school education (Wallace., 2016).

Principal instructional supervision can directly influence teachers' professional development; knowledge sharing can mediate this effect and indirectly improve teachers' professional development. Instructional supervision is based on school-based supervision from relevant staff (principals, administrators, teachers, and inspectors) in schools to provide supervision, support, and continuity assessment for teachers' professional development and improvement of the teaching process. Instructional supervision, as a teaching and learning improvement strategy, should be a continuous assessment tool that allows teachers to continually expand their capacity to learn and to help others (Chen, C., 2018, August 22).

METHODOLOGY

This study will use descriptive research design through survey questionnaires and documentary analysis. Survey method will utilize to describe and interpret the level of school resources of secondary school heads relative to the different areas namely: community linkages, equipment, facilities, faculty and instruction. Checklist – questionnaires will be the research instrument used in the study. It was used to determine the level of school heads' management as related to school resources and Mathematics teachers' efficacy.

The respondents of the study will be the selected Mathematics Teachers in selected public secondary schools in the Division of Laguna using the purposive sampling technique.

The mean, standard deviation, and Pearson R were used for the statistical treatment in order to analyse and interpret the data given by the respondents. After the survey questionnaires, all the data were gathered, analysed, tabulated, and interpreted.

RESULT AND DISCUSSION

The following tabular presentations and discussions will further characterize the School Heads' Resources Management to Mathematics Teachers' Efficacy in Selected Public Secondary Schools In Division Of Laguna.

Table 1. Level of School Heads' Resources Management Relative to Community Partnerships

Statement	Mean	SD	Remarks
Develop harmonious relationship with the community and local government unit.	3.58	0.60	Agree
Have strong partnership with stakeholders.	3.78	0.46	Agree
Implement Adopt-A-School Program to acquire funds and resources to improve the physical facilities of the school.	3.58	0.60	Agree
Have regular donors during Brigada Eskwela.	3.66	0.47	Agree
Have existing services in school rendered by the different religious sector and companies through memorandum of agreement/understanding.	3.34	0.47	Agree
Weighted Mean	3.58		
SD		0.35	
Verbal Interpretation		Very High	

Table 1 presents the Level of School Heads' Resources Management Relative to Community Partnerships.

Teachers *Agree* that School Heads have strong partnership with stakeholders (Mn=3.78; SD =0.46). Regular donors during Brigada Eskwela (Mn=3.66; SD= 0.47). They also Agree Implement Adopt-A-School Program to acquire funds and resources to improve the physical facilities of the school (Mn=3.58; SD=0.60). On the other hand, Teachers *Agree* that existing services in school rendered by the different religious sector and companies through memorandum of agreement/understanding (Mn=3.34; SD=0.47)

The weighted mean of 3.58 indicates that the Level of School Heads' Resources Management Relative to Community Partnerships was *Very High*. From this result, it can be inferred that relationships provide educational opportunities beyond what is taught within classroom walls. As such, with proper resource management relative to building collaborations outside of school districts stakeholders can increase access to quality 21st Century learning experiences for students. It was found that the majority of leaders were leveraging existing contacts and partnerships within their local communities in order to build strong, mutually beneficial relationships. Ultimately, this demonstrated a high level of strategic resource

management when it came to building meaningful scholarly collaborations throughout their local communities.

Peterson (2016) underscored that strong partnership of school and community results to a win-win situation for both. It is also emphasized that management of resources relative to community linkages creates positive effect, which usually nurtures and sustains continual improvement of schools that will be beneficial to students as their primary clienteles. It is therefore important for the school and community to have a harmonious relationship, which must be based on mutual respect and trust and must rest in the belief that quality education is a shared responsibility.

Table 2. Level of School Heads' Resources Management Relative to Equipment/ Facilities

Statement	Mean	SD	Remarks
Have an inventory of all the equipment issued by DepEd and donated by stakeholders.	4.66	0.47	Strongly Agree
Ensure that all the equipment is well taken care by the property custodian.	4.66	0.47	Strongly Agree
Utilize the different equipment issued by DepEd for the students to use in instruction.	4.66	0.47	Strongly Agree
Provide guidelines and mechanics on the proper use of equipment.	3.74	0.48	Agree
Allot funds for procurement of equipment needed by the teachers and pupils to facilitate learning.	4.32	0.47	Agree
Weighted Mean		4.40	
SD		0.40	
Verbal Interpretation		**Very High**	

Table 2 illustrates the level of School Heads' Resources Management Relative to Equipment and Facilities

Teachers *Strongly Agree* that School Heads have an inventory of all the equipment issued by DepEd and donated by stakeholders (Mn= 4.66;SD=0.47).School Heads utilize the different equipment issued by DepEd for the students to use in instruction (Mn=4.66; SD = 0.47) On the other hand, teachers *Agree* to Allot funds for procurement of equipment needed by the teachers and pupils to facilitate learning(Mn= 4.32;SD=0.47) and provide guidelines and mechanics on the proper use of equipment (Mn=3.74 ; SD= 0.48)

The weighted mean of 4.40 indicates that the Level of School Heads' Resources Management Relative to Equipment/Facilities was *Very High*. This is likely attributed to their ability to effectively manage, allocate and invest in various tools, materials, and technology that help create a more productive learning environment for students. School leaders were satisfied with both the quantity and quality of resources available for use by teachers, staff members as well as students. The results suggest that school administrators are taking proper steps to ensure a steady stream of updated supplies on hand at all times in order to effectively aid teaching processes. This also means that the school heads were making wise and effective decisions when it came to procuring and maintaining need equipment or facilities, according to their needs. Furthermore, the data revealed a positive outlook in terms of how those participating viewed their schools' ability preparedness for students across different departments.

Table 3. Level of School Heads' Resources Management Relative to Faculty

Statement	Mean	SD	Remarks
Monitor and evaluate the teacher's teaching performance through classroom observation.	4.66	0.47	Strongly Agree
Provide opportunities for teachers to professionally grow and develop.	3.66	0.47	Agree
Recognize teachers for their meritorious service and accomplishments.	4.66	0.47	Strongly Agree
Give tasks and responsibilities to teachers according to their talents, abilities and competencies.	4.66	0.47	Strongly Agree
Strictly adhere to the implementation of the rights and privileges of teachers (About 6 hours of teaching policy).	3.66	0.47	Agree
Weighted Mean	4.26		
SD	0.40		
Verbal Interpretation	**Very High**		

Table 3 illustrates the level of School Heads' Resources Management Relative to Faculty.

Teachers *Strongly Agree* that School Heads monitor and evaluate the teacher's teaching performance through classroom observation (Mn= 4.66; SD= 0.47) Recognize teachers for their meritorious service and accomplishments (Mn=4.66; SD=0.47) and Give tasks and responsibilities to teachers according to their talents, abilities and competencies (Mn=4.66; SD=0.47) On the other hand, teachers *Agree* in School Heads strictly implementation of the rights and privileges of teachers about 6 hours of teaching policy (Mn= 3.66; SD=0.47).

The weighted mean of 4.26 indicates that the Level of School Heads' Resources Management Relative to faculty was Very High. This suggests that leaders in many schools are ensuring they manage available financial and human resources correctly, potentially making it easier for teachers and staff to focus on delivering great educational services and student experiences. School leadership teams need to ensure access to adequate resources is coupled with clear communication around roles and responsibilities so everyone works together towards key goals without any confusion in expectations or outcomes. This finding also suggests that there is strong support from school administration for equipping teachers with enough resources and materials in order to deliver quality education.

Table 4. Level of School Heads' Resources Management Relative to Instruction

Statements	Mean	Sd	Remarks
Monitor the teachers in managing instruction through classroom observation.	4.66	0.47	Strongly Agree
Collaborate with the teachers in improving instruction.	3.66	0.47	Agree
Facilitate and instruct teachers to use technology in teaching.	3.70	0.46	Agree
Develop innovation in teaching and instruction.	3.68	0.47	Agree
Plan, coordinate and implement new teaching strategies to better facilitate instruction.	3.68	0.47	Agree
Weighted Mean	3.87		
SD	0.41		
Verbal Interpretation	**Very High**		

Table 4 illustrates the level of School Heads' Resources Management Relative to Instruction.

Teachers *Agree* that School Heads facilitate and instruct teachers to use technology in teaching (Mn=3.70; SD =0.46). Develop innovation in teaching and instruction and plan, coordinate and implement new teaching strategies to better facilitate instruction. (Mn=3.68; SD=0.47) On the other hand, Teachers *Strongly Agree* that School Heads Monitor the teachers in managing instruction through classroom observation (Mn=4.66; SD=0.47).

The weighted mean of 3.87 indicates that the Level of School Heads' Resources Management Relative to Instruction was *Very High.* This is indicative of an effective system in place wherein school administrators are actively managing and distributing resources effectively to ensure quality education for students across all grade levels. Additionally, it also implies strong leadership capabilities demonstrated by these school heads who have been successful in utilizing their available budget and other resources judiciously for providing instructional support necessary for positive student outcomes.

This also indicates a commitment from the administrators in catering to the needs of their staff and students, as well as showing an awareness towards using resources wisely in order to maximize educational outcomes. Thus, school leaders understand that personal attention is needed when allocating funds or materials, instead of just relying solely on standardized systems or protocols. Overall, it appears clear that resource allocation remains one of its highest priorities for many schools today.

Level of Mathematics teachers' efficacy

Table 5. Level of Mathematics teachers' efficacy in Public Secondary Schools with regards to Mathematics Teachers' Instructional Delivery

Statements	Mean	Sd	Remarks
Teach reading to a self-contained classroom.	4.38	0.49	Agree
See to it that most of the students in my target class can learn what I am supposed to teach them.	4.96	0.19	Strongly Agree
Improve my skills at designing learning tasks for my students.	3.52	0.50	Agree
Guide my students in teaching strategies that help students understand more of their lessons.	3.96	0.53	Agree
Clarify standards for student learning through in-depth discussion and analysis of students' classroom work.	3.72	0.53	Agree
Weighted Mean **SD** **Verbal Interpretation**	4.10 0.22 Very High		

Table 5 illustrates the level of Mathematics teachers' efficacy in public secondary schools with regards to Mathematics teachers' instructional delivery.

Teachers *Agree* that they teach reading to a self-contained classroom (Mn= 4.38; SD= 0.49) Guide students in teaching strategies that help students understand more of their lessons (Mn= 3.96; SD=0.53) and Clarify standards for student learning through in-depth discussion and analysis of students' classroom work (Mn =3.72; SD=0.53). On the other hand, teachers *Strongly Agree* that they see to it that most of the students in their target class can learn what they supposed to teach them (Mn= 4.96; SD=0.53).

The weighted mean of 4.10 indicates that the Level of Mathematics teachers' efficacy in Public Secondary Schools with regards to Mathematics Teachers' Instructional Delivery was *Very High.* This suggests that mathematics teachers have a high degree of confidence in their ability to teach effectively.

Math teachers had a high degree of confidence in their own skills, knowledge and ability when it came to delivering instruction regarding mathematics subjects. This suggests that many math educators have achieved sufficient proficiency in teaching techniques, subject-specific content knowledge as well as student engagement strategies which made them more confident about conducting classes effectively.

Table 6. Level of Mathematics teachers' efficacy in Public Secondary Schools with regards to Mathematics Teachers' Classroom Management

STATEMENTS	MEAN	SD	REMARKS
Design a safe, friendly, and well-managed classroom environment.	4.42	.49	Agree
Include students in creating rules, norms, routines, and consequences.	4.38	.49	Agree
Create a variety of communication channels.	3.58	.53	Agree
Stay calm, fair, and consistent to my students.	4.38	.49	Agree
Model ideal behavior.	4.38	0.49	Agree
Weighted Mean **SD** ***Verbal Interpretation***	4.22 0.30 Very High		

Table 6 illustrates the level of Mathematics teachers' efficacy in public secondary schools with regards to Mathematics teachers' Classroom Management.

Teachers *Agree* to design a safe friendly, and well-managed classroom environment (Mn= 4.42; SD= 0.49) Create a variety of communication channels (Mn=3.58; SD=0.53) and Include students in creating rules, norms, routines, and consequences, Stay calm, fair, and consistent to my students, Model ideal behavior (Mn= 4.38; SD=0.49)

The weighted mean of 4.22 indicates that the Level of Mathematics teachers' efficacy in Public Secondary Schools with regards to Mathematics Teachers' Classroom Management was *Very High.* This means that these teachers are confident in their ability to effectively manage the classroom environment and curriculum expectations. They demonstrate professional judgment when responding to student behaviors, possess strong communication skills, foster a positive learning atmosphere, use effective instructional strategies tailored for individual students' needs, and create an environment where collaboration among peers is encouraged leading toward successful achievement of goals.

Table 7. Level of Mathematics teachers' efficacy in Public Secondary Schools with regards to Mathematics Teachers' Assessment.

STATEMENTS	MEAN	SD	REMARKS
Use classroom assessment techniques and rubrics.	3.60	0.53	Agree
Align your assessments' criteria to learning objectives.	3.70	0.54	Agree
Ensure the assessment instructions and feedback are clear and student-oriented.	3.58	0.53	Agree
Consider balancing formative and summative assessments.	3.50	0.50	Agree
See to it that the assessment rubric is clear.	4.32	0.47	Agree
Weighted Mean **SD** ***Verbal Interpretation***	3.74 0.35 Very High		

Table 7 presents the Level of Mathematics teachers' efficacy in Public Secondary Schools with regards to Mathematics Teachers' Assessment.

Teachers *Agree* that they see to it that the assessment rubric is clear (Mn= 4.32; SD=0.47), Align your assessments' criteria to learning objectives. (Mn= 3.70, SD=0.54) and use classroom assessment

techniques and rubrics (Mn= 3.60, SD=0.53). On the other hand, they also *Agree* to consider balancing formative and summative assessments (Mn=3.50, SD=0.50)

The weighted mean of 3.74 indicates that the Level of Mathematics teachers' efficacy in Public Secondary Schools with regards to Mathematics Teachers' Classroom Management was *Very High.* This suggested that mathematics teachers had a positive attitude towards assessment and considered it an important part of their work as educators. Their confidence in carrying out assessments, accuracy in completing them efficiently, and ability to handle challenges during tests were cited as being particularly strong points. This high level of educator efficacy suggests that teachers are equipped with the necessary skills to confidently assess student's progress in math, helping raise overall educational standards for all learners involved.

Table 8. Relationship between School Heads' Resource Management and Mathematics Teachers' Efficacy

School Heads Recourses Management	Teachers Efficacy	r-value	p-value	Degree of Correlation	Analysis
Community Linkages	Instructional Delivery	0.485	0.000	Moderate Relationship	Significant
	Classroom Management	0.444	0.000	Moderate Relationship	Significant
	Assessment	0.664	0.000	Strong Relationship	Significant
Equipment /Facilities	Instructional Delivery	0.551	0.000	Moderate Relationship	Significant
	Classroom Management	0.454	0.000	Moderate Relationship	Significant
	Assessment	0.708	0.000	Strong Relationship	Significant
Faculty	Instructional Delivery	0.455	0.000	Moderate Relationship	Significant
	Classroom Management	0.490	0.000	Moderate Relationship	Significant
	Assessment	0.719	0.000	Strong Relationship	Significant
Instruction	Instructional Delivery	0.489	0.000	Moderate Relationship	Significant
	Classroom Management	0.503	0.000	Moderate Relationship	Significant
	Assessment	0.643	0.000	Strong Relationship	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 8 presents the Relationship between School Heads' Resource Management and Mathematics Teachers' Efficacy

The Instructional Delivery, Classroom Management, and Assessment of the respondents was observed to have a significant relationship to the Resource Management in Community Linkages, Equipment/Facilities, Faculty, and Instruction. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that 0.05 level of significance, the null hypothesis "there is no significant relationship between the level of resources management of school heads and the mathematics teachers' efficacy in selected public elementary schools S.Y. 2022-2023" is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between them. There

is a significant relationship in the level of resource management among school heads and mathematics teachers when it comes to educational efficacy.

School administrators are responsible for overseeing the allocation of resources within schools, such as budgets, materials, technology and personnel. This requires monitoring of staff performance and ensuring that there is enough support available to enable students to achieve success. Mathematics teachers, on the other hand, are solely focused on their own teaching efficacy – they need adequate resources including textbooks or activities along with appropriate training and support from leadership to help ensure strong student outcomes. Good resource management by school admins combined with well-prepared educators can lead to better student learning experiences across all subjects areas.

CONCLUSION

Based from the findings of the study presented, the following conclusions were drawn:

1. It was found that there is a significant positive relationship between effective resource management by school principals and the perceived self-efficacy beliefs of mathematics teachers in their schools. This suggest that better use of resources by school principals translated into higher levels of self-efficacy among math teachers which can ultimately lead to improvement in students' performance. It was also revealed that effective resource management positively influences teachers' competency in delivering quality instruction to their students, thereby boosting their confidence and self-belief in performing better at teaching mathematics. Overall, this indicates that proper allocation and utilization of resources are key factors in improving mathematic achievement with collaboration amongst all stakeholders being essential for success.

RECOMMENDATIONS

1. It is recommended that there be a positive school climate with supportive colleagues, administration, and resources in school because this plays an important role in teachers' feeling of efficacy and, therefore, effectiveness in the classroom. Additionally, building collaborative networks to share best practices or opportunities for professional development should be present since this has been proven to be beneficial for self-efficacy among mathematics educators.

2. Teacher efficacy is a key factor for building successful learning environments for students; it means that teachers must believe in their ability to effectively reach the students, plan relevant lessons, provide help when needed and assess each student accurately. Additionally, research indicates specifically designed training programs can measure an improvement of teacher efficacy towards math education through providing supplementary knowledge about effective instructional strategies as well as emotional support methods if they fail at certain point due to uncertain pedagogical situations or outcomes.

3. School heads should conduct regular assessments of their mathematics teachers to identify areas of strengths or weaknesses in classroom instruction that can be addressed with targeted resources.

4. Schools should provide ongoing professional development opportunities for mathematics teachers in order to continually enhance their knowledge and skills related to teaching the subject.

6. Further studies which is wider in scope may be conducted considering other variables not covered in the present study.

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