

School Heads Capabilities and Management of Schools Educational Resources to the School Improvement and Performance

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Abstract

This study aimed to find out the relationship between the school heads capabilities and management of schools' educational resources to the school improvement and performance of schools in the Division of Laguna. In this study, the teachers rated the capabilities of school heads in terms of planning, organizing, utilizing, monitoring, evaluating and control as well as the management of schools' educational resources in terms of human, physical, financial, ICT and community resources and the school improvement in terms of access, quality, equity, resiliency, well – being and school performance in terms of SBM rating and OPCRf.

The researcher used the descriptive research design in testing the hypothesis and systematically analyzed the data gathered from twenty-five schools and hundred fifty teachers as respondents of the study from sub – offices of Calauan, Bay, Los Banos, Victoria, and Pila. The Pearson product-moment of correlation was used for the inferential part of the study.

The findings revealed that the school head's management capabilities and the management of schools' educational resources was highly implemented, and all were interpreted as very high. The school improvement of schools based on SIP indicators received a strong agreement from the respondents on how their school was improved. All were interpreted as very high. Further, out of twenty-five school respondents, the level of school performance relative to SBM falls under Level II and verbally interpreted as maturing while school performance relative to OPCRf is very satisfactory. The school head's capabilities and management of schools' educational resources was not observed to have any significant relationship with the school improvement and performance of schools in the Division of Laguna.

As observed in the treatment of the study, the conclusion had resulted that there is no significant relationship between the school heads capabilities and management of schools' educational resources to school improvement and performance. Based on the finding and conclusions drawn, the following recommendations were forwarded.: The top management may continue to provide and implement programs and seminars for all school heads annually to give them important information about managing schools' educational resources, so they may fully grasp their duties and responsibilities to ensure that the school heads will be given the chance to continuously improve themselves as school leaders. When professional development is provided, it should be evaluated to identify appropriate delivery mechanisms in the different areas of resource management and to focus their attention on specific areas of need. The school heads must be persistent in developing and capacitating themselves in balancing the handling and managing of different schools' educational resources. School heads must be wise enough to make sure that no resources are wasted and that the school's ability to aim high and achieve better is not hindered by different difficulties due to lack of resources. The school heads' lived experiences in school-based management and improvement of schools have must be continued as it paves to different benefits for the realization of schools' goals. Lastly, future researchers may conduct or utilize the same instruments or similar study on a larger scale enhancing the capabilities of the school heads and management of schools' educational resources to obtain more conclusive results.

Keywords: school heads capabilities; management of schools educational resources; school improvement; school performance

Introduction

School heads are responsible for the overall operation of their schools mainly including the educational resources and its efficient acquisition and effective utilization in which shows how well a school achieve its performance goals and objectives. The management of educational resources in schools, such as human, physical, financial, and community resources, as well as how to enhance and achieve target school performance and continuously aim to improve for the betterment of the students, are still currently under crisis in today's Philippine educational system. Unfortunately, school heads continuously facing challenges due to limited resource allocation along with how target school performance can be accomplished. The position being the head of the school became more complex and quite difficult. Along with many other duties, school heads are responsible for leading education, overseeing finances and teachers/ staff, establishing a friendly and safe school environment, and pleasing and collaborating with parents and other stakeholders.

In this regard, school heads capabilities in planning, utilizing, monitoring, and controlling school's educational resources is essential. In any case, they will have to depend on the support of the available educational and potential resources. Thorough observation and attention from school heads are expected to ensure the maximum attainment of target school goals and objectives. The availability of enough resources, their optimal usage, and effective management in the educational system are fundamental prerequisites for realizing educational objectives. Doing so will reduce waste time in utilization of resources and raise the standard of the teaching-learning process in the academic setting.

According to Crisol & Alamillo (2018) the school principal will always be the trailblazer in fostering school growth and the promotion of basic education of the highest caliber as evidenced by increased performance. To sustain outstanding implementation of the K-12 Curriculum for its school improvement continuous provision of education amidst pandemic, school heads must make additional efforts to manage the resources of the schools.

In consideration of the above conditions, this paper focused on the relationship of school heads capabilities and their management of educational school resources with school performance and improvement in schools Division of Laguna. This study would help school heads, teachers and students figure out the developed resources management capabilities of school heads themselves with focus on how their skills translate to quality positive outcomes.

Specifically, it sought answers to the following questions:

1. What is the level of school heads capabilities in terms of:
 - 1.1 Planning;
 - 1.2 Organizing
 - 1.3 Utilizing;
 - 1.4 Monitoring;
 - 1.5 Evaluating and
 - 1.6 Control?
2. What is the level of school heads management of school's educational resources in terms of:
 - 2.1 Human Resources;
 - 2.2 Physical Resources;
 - 2.3 Financial Resources;
 - 2.4 ICT Resources; and
 - 2.5 Community Resources?
3. What is the level of school improvement in the Division of Laguna based on SIP indicators in terms of:
 - 3.1 Access;
 - 3.2 Quality;
 - 3.3 Equity;

- 3.4 Resiliency; and
- 3.5 Well-being?
- 4. What is the level of school performance in the Division of Laguna in terms of:
 - 4.1 School Based Management (SBM);
 - 4.2 Office Performance Commitment and Review Form (OPCRF);
- 5. Does the school heads capabilities have significant relationship to the improvement of schools in the Division of Laguna?
- 6. Does the school heads capabilities have significant relationship to the performance of schools in Division of Laguna?
- 7. Does the school heads management of school's educational resources have significant relationship to the improvement of schools in Division of Laguna?
- 8. Does the school heads management of school's educational resources have significant relationship to the performance of schools in Division of Laguna?

Review Of Related Literature

School Heads Capabilities

Planning

Planning of resources is the process for determining and allocating resources in an institution. It involves both short and long terms plan and includes annual budget processes, human resources, and capital planning functions. These processes culminate in the creation of allocations for the budgets of all units of an institution. Resources are necessary for the implementation of a plan. Future-critical activities get the support they require when resource planning is in line with institutional goals, such the strategic plan or academic plan. (Goldstein, 2022). Moreover, establishing a good process for planning of resources, it's important to have a clear grasp of your goals and limitations while managing your resources. Organizations may increase efficiency and control how those resources are used. When know what is needed to make a program successful, Organization can effectively understand how to plan resources in an efficient way (Hansen, 2022).

Organizing

Leadership is an essential ingredient that binds all separate parts of learning organization together. It provides direction for learning, takes responsibility for putting learning at the center of the school's mission and translates vision into strategy through organizing actions to managing school resources that are consistent with its vision, goals, and values. (Kools and Stoll, 2016)

Utilizing

Utilizing resources effectively is a crucial component of managing educational institutions. Resources are seen to have a crucial role in bringing about advances in the educational system. The availability of resources, their best use, and their administration determine the educational system. The improvements of it allow school administrators and teachers to employ cutting-edge practices and procedures and improve teaching-learning strategies. The caliber of educational staff, teaching-learning techniques or resources, and instructional strategies all have a direct impact on student achievement (Mugure, 2017).

Monitoring

According to Marriott & Goyder (2019) says that as effective monitoring of the educational process integrates information at all levels and provides management, and ultimately the governing body, with insight into the results of educational activity of a particular educational institution, it influences the implementation of educational policy, objectives, and plans; determines the timeliness of decision-making; provides accountability; and establishes the bases for evaluation. Furthermore, Miller (2017) states that through

monitoring and evaluation in schools, good leadership is put into practice and accountability which leads to school improvement. Effective monitoring and evaluation can best be achieved through record keeping and proper reporting systems, to help find out whether the school resources are being spent according to plan or not.

Control

Mamgain, (2022) explains that controlling is the last function of management in which activities such as setting standards, ensuring implementation, genuine execution, and taking corrective actions in the event of deviations are all important for the managerial job of controlling function in management.

Schools Educational Resources

Human Resources

Khan (2019) states that human resources ultimate aim is to help the organization to achieve success. Therefore, it prepares people for this aim. Human resources in schools leads to starting and operating a school. It helps in using human resources of school in the best way. The important people can be the principal, teachers, business staff. Hence human resource in schools is very important to focus on. Human resources in school are plenty. Hence, it becomes very important to effectively manage them. Furthermore, human resource management also tries to make teachers more efficient. Efficient teachers help in better development of students.

Physical Resources

School physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical that school physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning (Usman, 2017). However, although a sufficient physical infrastructure and quantity of educational materials do not ensure successful learning outcomes, its absence may have a detrimental impact on learning. The quality of those resources and how well they are used matter more than their availability for student success and other educational outcomes (Gamoran, Secada and Marrett, 2020).

Financial Resources

Financial resources are the most influential tools to improve both schools' resources. That's why, apart from curricular reforms and capacity building programs, the Department of Education (DepEd) continues to allocate more funds and resources to public schools to support them in performing their ultimate task to educate the students to become better citizens of the country (DepEd Order No. 13, s. 2016). Resources in schools are directly associated with financial levels. "Money-spent educational resources are favorably correlated with student results. These include earlier childhood programs, more competitive teacher pays (enabling schools and districts to attract and maintain a higher quality teaching staff), and reduced class sizes. (Baker, B. 2018)

ICT Resources

According to Petko et al. (2017) the quality of using digital technology is determined not only by the type of technology and the reason for which it is used but also by the technology's implementation, which is comparable to this one. Therefore, having ICT available is essential, but it is not enough for a school to improve the students' computer literacy. Also important is how well it is implemented and how frequently ICT is incorporated into any schoolwork. Fundamentally, ICT resources are central tool that supports teaching and learning at all stages of education and across all areas of the curriculum. Living in a world consumed by

technology: a world that provides incredible opportunities for young students who are just setting out on their educational journey. And as such ICT isn't just an essential component to the overall operation of the school, it can also help to improve achievement levels of the students, inspire creative thinking and encourage the development of skills that will prove invaluable in the real world (Short, 2022).

Community Resources

Vishwaroop (2022) states that community resources are resources that enhance or facilitate the lives of people in a community. These resources are an integral part of every individual's development. Some examples of community resources are factories, educational institutions, cinema halls, libraries, religious places, hospitals, community centers, parks, etc. It would be a great idea to make use of these resources in education as it develops a sense of value and belonging among students.

School Improvement

According to Baines (2019), school improvement is the process by which schools become more effective in promoting the social and cultural welfare of the students and adults inside the school as well as in terms of academic achievements. It outlines deliberate initiatives to boost academic attainment levels through improved management structures and classroom methods. It can help educators identify key areas to focus on to create safe climates in their schools and improved its different key areas.

Successful schools ensure all students have access to high-quality services and supports enabling them to set and reach high goals for learning. In these schools, equity does not mean equality; they recognize some students need additional resources to have the same opportunity for success as others. They ensure the needs of all student populations are met, including English language learners, students with disabilities, children of color, religious minorities, and others. Successful schools recognize such students are assets and diversity are a strength (Sack -Min, 2018).

Nwana (2020) declared that quality in education refers to the quantity of resources available in the form of buildings, furniture, offices, teachers, and students as well as the outputs of the institutions in terms of their goods that are deserving, attractive, and useful from the viewpoint of the stakeholders. This implies that a school system's whole atmosphere must uphold accepted criteria of excellence.

School Performance

School – Based Management

School-based management as an educational management which provides more authority to the schools for allocating and managing the available resources by involving the collaboration and support of various parties towards the quality education (Karmila and Wijiya, 2020). In addition, SBM is the idea that allows for autonomy in setting school policies to improve the level of performance at the school and prompt collaboration between many stakeholders, including the school, community, and government. (Mawanda et al., 2018). Besides, SBM is an institutional approach that extends the responsibility and authority at the school level for the effective performance of the school.

Office Performance Commitment and Review Form (OPCRF)

School performance is an issue that deeply concerns students, parents, teachers, and authorities in an institution which specifically involves the academic performance of the learners. Accordingly, several scholars concur that academic achievement is the end product of learning, which is stimulated by the teacher's instructional activity and created by the student.

Correspondingly, to determine the performance, the DepEd adopted the implementation of RPMS in which focuses on the measures of performance vis-à-vis a targeted milestone and provide a credible and verifiable basis for assessing the organizational outcomes and the collective performance of the government employees. The school heads accomplish the Office Performance Commitment and Review Form or OPCRf

to reflect the accomplishment of his or her office. The OPCRf shall be supported by the reports, documents, or any outputs as proof of an actual performance (DepEd Order no. 2 s. 2015).

Methodology

Research Design

The study used descriptive research design since it wanted to know “what is” the prevailing conditions dealt with assessing relationship of school heads capabilities and the level of school heads management of schools’ educational resources and school improvement and performance in schools, Division of Laguna through a survey questionnaire which was the source of data.

Respondents of the Study

The respondents of the study were composed of 150 teachers from twenty-five schools in the five districts of the Division of Laguna. Because of their prior knowledge and experiences, they provided the necessary information required by the study.

Research Instrument

The researcher utilized a constructed survey questionnaire based on the related literature survey. Each indicator of the variables was composed of five parametrical items. After choosing the total sample size of the respondents, the first part of the questionnaire was for the school heads showing their capabilities in management of educational school resources including planning, utilizing, and monitoring. In addition, the second part of the questionnaire is about the educational resources which were divided into five areas such as human resources, physical resources, fiscal resources, ICT resources and community resources. On the other hand, the third part of the questionnaire determines the school improvement of schools based on the SIP indicators relative to access, quality, equity, resiliency and well – being of the school. Meanwhile, the last part consists of the school performance relative to SBM rating of the school and OPCRf of the school heads. It was presented to the respondents using the Likert Scale.

Research Procedure

First, the researcher was to construct the dissertation writing title by identifying the problem that is relevant to management in education. The researcher started to formulate objectives, hypothesis, framework, and procedures anchored on the identified problem. Subsequently, the researcher will prepare the research instrument used which is the survey questionnaire checklist and to be submitted, evaluated, and validated by reputable experts in the field of the study.

The researcher sought the approval of the division superintendent of the Division of Laguna to allow the researcher to conduct the study. After the approval of the superintendent, the researcher sought the approval of the Public Schools District Supervisor of Calauan, Bay, Los Baños, Pila and Victoria district. The researcher produces and distributes questionnaires to the chosen respondents in the Division of Laguna. The researcher gathered the data completely. Thus, questionnaires gathered contained all the needed data from the study and then organized, summarized, analyzed, and interpreted.

Statistical Treatment of Data

The following tools were utilized for the purposes of grouping, quantifying tabulating, and analyzing the data gathered. The researcher used the descriptive and inferential statistics to highlight the capabilities of the school heads and management of schools’ education resources as fundamental element for school performance and improvement in the schools in The Division of Laguna.

Pearson Product Moment of Correlation or Pearson’s R was used to assess the significant relationship between the school heads and management of schools’ educational resources with school improvement and performance.

Result And Discussion

Table 1. Significant relationship between the school heads capabilities and the school improvement in Division of Laguna

School Heads Capabilities	SIP	Beta Coefficient	t - value	p - value	Analysis
Planning	Access	.109	1.238	.218	Not Significant
Organizing		.256	2.308	.022	Significant
Utilizing		.009	.074	.941	Not Significant
Monitoring		.168	1.382	.169	Not Significant
Evaluating		-.104	-2.558	.012	Significant
Control		.392	2.959	.004	Significant
Adjusted R Square			0.766		
F-Value			82.402		
Sig			0.00		
Planning	Quality	.200	2.116	.036	Significant
Organizing		-.036	-.302	.763	Not Significant
Utilizing		.189	1.499	.136	Not Significant
Monitoring		.178	1.360	.176	Not Significant
Evaluating		-.072	-1.639	.103	Not Significant
Control		.378	2.660	.009	Significant
Adjusted R Square			0.731		
F-Value			68.352		
Sig			0.00		
Planning	Equity	.030	.323	.747	Not Significant
Organizing		.283	2.454	.015	Significant
Utilizing		.162	1.326	.187	Not Significant
Monitoring		.065	.511	.610	Not Significant
Evaluating		-.035	-.811	.419	Not Significant
Control		.369	2.672	.008	Significant
Adjusted R Square			0.746		
F-Value			74.014		
Sig			0.00		
Planning	Resiliency	-.009	-.106	.916	Not Significant
Organizing		.063	.599	.550	Not Significant
Utilizing		.169	1.524	.130	Not Significant
Monitoring		.372	3.225	.002	Significant
Evaluating		-.039	-1.014	.312	Not Significant
Control		.332	2.647	.009	Significant
Adjusted R Square			0.790		
F-Value			94.575		
Sig			0.00		
Planning	Well-being	.023	.229	.819	Not Significant
Organizing		-.035	-.275	.784	Not Significant
Utilizing		.259	1.896	.060	Not Significant
Monitoring		.259	1.826	.070	Not Significant
Evaluating		-.070	-1.464	.146	Not Significant
Control		.365	2.371	.019	Significant
Adjusted R Square			0.684		
F-Value			54.722		
Sig			0.00		

Table 1 reveals relationship between school heads capabilities and the school improvement in Division of Laguna. it shows the Regressors of School Improvement Plan. The result shows that the F value or ANOVA for Access is 82.402 with adjusted R square of 0.766 and it is significant at 0.000, for Quality is 68.352 with adjusted R square of 0.731 and it is significant at 0.000, for Equity is 74.014 with adjusted R square of 0.746 and it is significant at 0.000, for Resiliency is 94.575 with adjusted R square of 0.790 and it is significant at 0.000, and for Well-being is 54.722 with adjusted R square of 0.684 and it is significant at 0.000.

Only one independent variable appears in the result which is Control of School Heads. This implies that the Control of School Heads is a predictor of School Improvement Plan. It also shows the more positive Control of School Heads will have a better School Improvement Plan.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the school heads capabilities and the school improvement in Division of Laguna" is accepted.

Table 2. Significant relationship between the school heads capabilities and the performance of schools in Division of Laguna

School Heads Capabilities	Performance	Beta Coefficient	t - value	p - value	Analysis
Planning	SBM	-.884	-1.613	.124	Not Significant
Organizing		1.035	1.441	.167	Not Significant
Utilizing		-.393	-.542	.594	Not Significant
Monitoring		-.712	-.769	.452	Not Significant
Evaluating		.248	1.011	.325	Not Significant
Control		.781	1.024	.320	Not Significant
Adjusted R Square				0.023	
F-Value				1.093	
Sig				0.404	
Planning	OPCRF	-.391	-.712	.485	Not Significant
Organizing		.128	.178	.860	Not Significant
Utilizing		.665	.914	.373	Not Significant
Monitoring		-1.461	-1.574	.133	Not Significant
Evaluating		.441	1.794	.090	Not Significant
Control		1.083	1.416	.174	Not Significant
Adjusted R Square				0.017	
F-Value				1.070	
Sig				0.416	

In table 2, it shows the Regressors of School Performance. The result shows that the F value or ANOVA for SBM is 1.093 with adjusted R square of 0.023 and it is not significant at 0.404, and for OPCRF is 1.070 with adjusted R square of 0.017 and it is not significant at 0.416.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the school heads capabilities and the school performance in Division of Laguna" is accepted.

The result of the study is consistent to the statement of Bantolo and Arenga (2021) that the school head manifested excellence in leading the school. The school head successfully led the school particularly the teachers, learners as well as both internal and external stakeholders. His outstanding school leadership has obviously redounded to the school conducive for learning where teachers collaboratively work together with

the stakeholders that the learners benefitted the result of their endeavor. Thus, the learners have its positive impact also that they perform better.

Table 3. Significant relationship between the school heads management of school's educational resources and the school improvement in Division of Laguna

School Heads Management	SIP	Beta Coefficient	t - value	p - value	Analysis
Human Resources	Access	.199	1.794	.075	Not Significant
Physical Resources		.029	.284	.777	Not Significant
Financial Resources		.233	1.938	.055	Not Significant
ICT Resources		.118	1.353	.178	Not Significant
Community Resources		.122	1.267	.207	Not Significant
Adjusted R Square			0.810		
F-Value			58.923		
Sig			0.00		
Human Resources	Quality	.380	3.592	.000	Significant
Physical Resources		.123	1.248	.214	Not Significant
Financial Resources		.088	.770	.443	Not Significant
ICT Resources		.214	2.582	.011	Significant
Community Resources		.163	1.784	.077	Not Significant
Adjusted R Square			0.828		
F-Value			66.259		
Sig			0.00		
Human Resources	Equity	-.046	-.394	.694	Not Significant
Physical Resources		.119	1.087	.279	Not Significant
Financial Resources		.243	1.924	.056	Not Significant
ICT Resources		.276	3.006	.003	Significant
Community Resources		.072	.716	.475	Not Significant
Adjusted R Square			0.790		
F-Value			51.809		
Sig			0.00		
Human Resources	Resiliency	.261	2.539	.012	Significant
Physical Resources		.356	3.708	.000	Significant
Financial Resources		.034	.307	.759	Not Significant
ICT Resources		.060	.740	.460	Not Significant
Community Resources		-.066	-.746	.457	Not Significant
Adjusted R Square			0.838		
F-Value			70.968		
Sig			0.00		
Human Resources	Well-being	.078	.594	.554	Not Significant
Physical Resources		.439	3.574	.000	Significant
Financial Resources		.027	.192	.848	Not Significant
ICT Resources		.013	.126	.900	Not Significant
Community Resources		.196	1.729	.086	Not Significant
Adjusted R Square			0.735		
F-Value			38.588		
Sig			0.00		

Table 3 reveals the relationship between the school heads management of school's educational resources and the school improvement.

In table 21, it shows the Regressors of School Improvement Plan. The result shows that the F value or ANOVA for Access is 58.923 with adjusted R square of 0.810 and it is significant at 0.000, for Quality is 66.259 with adjusted R square of 0.828 and it is significant at 0.000, for Equity is 51.809 with adjusted R square of 0.790 and it is significant at 0.000, for Resiliency is 70.968 with adjusted R square of 0.838 and it is significant at 0.000, and for Well-being is 38.588 with adjusted R square of 0.735 and it is significant at 0.000.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the school heads management of school's educational resources and the school improvement in Division of Laguna" is accepted.

Results revealed that school head have capabilities in managing school educational resources. It is the productive use of available resources in an efficient and effective manner geared towards goals realization and so that school run smoothly.

Table 4. Significant relationship between the school heads management of school's educational resources and the performance of schools in Division of Laguna

School Heads Capabilities	Performance	Beta Coefficient	t - value	p - value	Analysis
Planning	SBM	-.109	-.153	.881	Not Significant
Organizing		-.917	-1.377	.192	Not Significant
Utilizing		1.916	2.315	.038	Significant
Monitoring		-.529	-1.135	.277	Not Significant
Evaluating		-.188	-.429	.675	Not Significant
Control		-.109	-.153	.881	Not Significant
Adjusted R Square				0.207	
F-Value				1.571	
Sig				0.217	
Planning	OPCRF	-.260	-.332	.745	Not Significant
Organizing		-.795	-1.080	.300	Not Significant
Utilizing		1.504	1.645	.124	Not Significant
Monitoring		-.193	-.376	.713	Not Significant
Evaluating		-.075	-.154	.880	Not Significant
Control		-.260	-.332	.745	Not Significant
Adjusted R Square				0.032	
F-Value				1.072	
Sig				0.447	

In table 4, it shows the Regressors of School Performance. The result shows that the F value or ANOVA for SBM is 1.571 with adjusted R square of 0.207 and it is not significant at 0.217, and for OPCRF is 1.072 with adjusted R square of 0.032 and it is not significant at 0.447.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the school heads management of school's educational resources and the performance of schools in Division of Laguna" is accepted.

It implies that the school performance was good due to the standardized way of managing the resources by the school heads. They properly managed the different educational resources and support implementation of the community education plans through collaborative planning and resource management.

Conclusions

The conclusion had resulted that there is no significant relationship between school heads capabilities in terms of planning, organizing, utilizing, monitoring, evaluation and control to school improvement and performance of schools.

Likewise, it was concluded that there is no significant relationship between school head's management of schools' educational resources in terms of human, physical, financial, ICT and community resources to school improvement and performance of schools.

Hence, the null hypothesis indicated that there is no significant relationship between the school heads capabilities and management of school's educational resources with the improvement and performance of schools in Division of Laguna is accepted. Recommendations were forwarded based on the findings.

Recommendations

1. The top management may continue to provide and implement programs and seminars for all school heads annually to give them important information about managing schools' educational resources, so they may fully grasp their duties and responsibilities to ensure that the school heads will be given the chance to continuously improve themselves as school leaders. When professional development is provided, it should be evaluated to identify appropriate delivery mechanisms in the different area of resource management and to focus their attention on specific areas of need.

2. The school heads must be persistent in developing and capacitating themselves in balancing the handling and managing of different schools' educational resources. School heads must be wise enough to make sure that no resources are wasted and that school's ability to aim high and achieve better is not hindered by different difficulties due to lack of resources.

3. The school heads' lived experiences in school-based management and improvement of schools have must be continued as it paves to different benefits for the realization of schools goals.

4. Lastly, future researchers may conduct or utilize the same instruments or similar study on a larger scale enhancing the capabilities of the school heads and management of schools' educational resources to obtain more conclusive results.

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