

Practices and Challenges in School Financial Resource Management Implementation in the Public Secondary Schools in Laguna

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Abstract

This study aimed to determine the level of practices and challenges in financial resource management implementation among secondary public schools in the Schools Division Office (SDO) of Laguna. Methodologically, the researcher called for a descriptive research design in a quantitative approach. The respondents of this research are the sixty-eight (68) school heads and ninety-seven (97) finance officers. On the level, it was revealed that the practices of the schools such as stakeholders' participatory management, Income-Generating Funds (IGP), Annual Procurement Plan (APP), and school head – stakeholders' collaboration were found to be remarkable. In the same manner, the management of challenges in their schools such as unforeseen expenditures, budgetary plans, internal auditing, and insufficient fund allocation was remarked as highly evident. And also, the implementation in school performance, Programs, Projects, and Activities (PPA) implementation, liquidation, transparency, and school facilities, were all also computed as highly evident. For all the variables mentioned above, the public secondary schools in SDO Laguna are indeed doing significant compliance on how they should manage their allocated finances. Moreover, after scrutinizing the data, the following conclusions are revealed: it was concluded that the practices have a significant effect on school performance, PPA implementation, liquidation, transparency, and school facilities. Hence, the null hypothesis is rejected. Likewise, it was also concluded that proper management of challenges has a significant effect on school performance, PPA implementation, liquidation, transparency, and school facilities. Thus, the null hypothesis is rejected. Lastly, it was concluded that there is no significant difference between the responses of school heads and finance officers when it comes to practices and financial resource management implementation. However, there is a significant difference between their responses to challenges. Hence, the null hypothesis is partially rejected.

Keywords: school head, stakeholder; Income-Generating Funds (IGP); Annual Procurement Plan (APP); expenditures; budgetary plans; internal auditing; fund allocation; Programs Projects and Activities (PPA); liquidation; transparency; school facilities.

1. Main text

Introduction

Over the years, education has evolved into a cornerstone of a nation's culture as well as an absolute necessity for economic prosperity and long-term national growth. Education is the bedrock of any nation's genuine societal, political, and economic development. That is why schools in particular are implementing various programs that holistically hone the learners towards the achievement of the goals of the Department of

Education.

The government is annually funding every public school through the Maintenance and Other Operating Expenses (MOOE) anchored to DepEd Order No. 008, s. 2019. Through this fund, financial resource management plays a crucial part in the funds because lack of financial support makes it difficult to obtain a high-quality education, but the situation is made worse when funds are misappropriated. Schools, like any other organization, have a set of aims and objectives. The school funds from the government must be carefully managed to fulfill these objectives (Zengele, 2013). When it comes to utilizing the funds funneled to schools, school administrators, like any other leaders of any organization, must make judgments (Atieno, 2012). The school principal is supposed to support the government's efforts by diversifying their fund sources and prudently allocating available funds to meet educational objectives. One of the problems is the reduction in financing for the Basic Education Inputs program, especially for new school construction, which is a significant concern for the department and it will hurt the programming of a reduced student-to-teacher ratio in the following school years (Cruz, 2020). Hence, it is truly a must how the school principals efficiently do the procurement plans of the overall expenses including the unforeseen ones within a school year.

Background of the Study

As stipulated in DepEd Order No. 008, s. 2019 also known as Revised Implementing Guidelines on the Direct Release, Use, Monitoring, and Reporting of Maintenance and Other Operating Expenses (MOOE) Allocation of Schools, Including other Funds Managed by the Schools, this order aims to: a) provide a guideline to all public schools on the derivation, release, utilization, monitoring, and reporting of school MOOE, and other funds managed by the schools; b) to ensure timely and optimal use of school resources, and c) to institute mechanisms for transparency and accountability. All of these should not be misappropriated. Financial management will not be successful due to the absence of a participatory action plan for procuring activities, lack of action plan-based material purchase, absence of material inventory and purchased temporal quality control, and absence of statements before procurement activities (Aliyu 2018).

The Financial Management Operations Manual (FMOM) describes the systems and procedures of financial operations and other related management practices that the Department of Education's executing agency adheres to. This validates existing government standards, rules, and regulations mandated by the Public Accounting Commission (COA), the Department of Budget Management (DBM), the Ministry of Finance (B), and other government regulators increase. From the Commission on Audit (COA), DepEd, in line with financial resource management, there is Annual Procurement Plan (APP). Based on historical facts, the APP will incorporate provisions for predicted emergencies. The BAC shall include a lump sum to cover specific emergencies or contingencies, which shall not exceed four percent (4%) of the Procuring Entity's total MOOE appropriations, as determined by the BAC Secretariat. The BAC and other offices or units in the Procuring Entity that is participating in the procurement process should be able to schedule procurement activities to efficiently manage the conduct of procurement transactions. Furthermore, project implementation dates must be adhered to.

Statement of the Problem

This study sought to answer the following questions:

1. What is the level of responses of school heads and finance officers in connection with their practices in financial resource management implementation in terms of:
 - 1.1 stakeholders' participatory management,
 - 1.2 income-generating funds (IGP),
 - 1.3 annual procurement plan (APP), and

- 1.4 School head – stakeholders' collaboration?
2. What is the level of responses of school heads and finance officers as regards the challenges in financial resource management implementation in terms of:
 - 2.1 unforeseen expenditures,
 - 2.2 budgetary plans,
 - 2.3 internal auditing, and
 - 2.4 Insufficient fund allocation?
3. What is the level of responses of school heads and finance officers towards the following:
 - 3.1 school performance,
 - 3.2 programs, projects, and activities (PPA) implementation,
 - 3.3 liquidation,
 - 3.4 transparency, and
 - 3.5 School facilities?
4. Is there a significant effect of the practices in school financial resource management of the public secondary school on their school performance, PPA implementation, liquidation, transparency, and school facilities?
5. Is there a significant effect of the challenges in school financial resource management of the public secondary school on their performance, PPA implementation, liquidation, transparency, and school facilities?
6. Is there a significant difference between the responses of school heads and finance officers in terms of practices, challenges, and school financial resource management implementation?

Scope and Limitations

This study is limited only to the levels of practices and challenges in financial resource management implementation in the secondary public schools in SDO Laguna, the significant effect of these on the school performance, PPA implementation, liquidation, transparency, and school facilities, and the significant difference of the responses of the school heads and finance officers. This study involved sixty-eight (68) school heads and ninety-seven (97) finance officers in SDO Laguna.

Significance of the Study

The findings of this study are intended to benefit the following:

- **To the School Administrators**

The results of this may be in addition to the list of their practices in financial resource management to further strengthen how they manage the school's MOOE funds.

- **To the School Financing Officers**

The results of this study may be beneficial to them as a guide in identifying possible practices they can add to their rules. Also, this may help them to have a broader perspective on managing funds.

- **To the SDO DepEd Laguna**

The results of this study may be beneficial to them in identifying if there are other areas in financial resource management in the schools that they need to focus on. Likewise, they will recognize if the

practices in financial resource management implementation in schools in Laguna are adequately accomplished and how they overcome the setbacks they encounter along the way.

Related Literature

School Performance

School or academic achievement aims to attain an educational purpose: that is learning. There are various components of the complex unit known as school performance and operations. Much being said, effective and efficient management is required to attain all the goals in all organizations.

Effectiveness is visible when one performs a task correctly, whereas efficiency is evident when the activity is completed accurately. An organization's vision, mission, and goals are accomplished through appropriate management through the efforts of those who travel in one direction to achieve the intended purpose (Valenzuela & Buenvenida, 2021).

According to Kadton, Parcon, and Monir (2016), the result of their study has contributed to the school's performance and operations. In addition, the version of any educational system's products is used to determine its quality. The fact is that a more significant proportion of essential/primary education products are unable to stand alone and contribute to the achievement of national goals and objectives (Oni & Jegede, 2016). There can never be any significant effect if the nature of school administrators' advancement is low. As such, effective tasks/execution of any school supervisor is an element of the level of the limit building gained inside a timeframe dependent on the output of objectives. Accordingly, Maduewesi (2015) proposed that it is more appropriate to resolve the issue of value rather than standard, which is viewed as a valuable subject.

Quality suggests to having the option to meet clients' prerequisites either as far as items (students) or as far as administration delivered by school/class supervisors (Aina and Oyetakin, 2015). It requires a continuum of worth, going from the most elevated levels of greatness to the most minor level.

The above literature provided the researcher with a vast perception of the school's performance and operation and how the educational leaders perform to attain the goal and objectives of the organization.

Programs, Projects, and Activities (PPA)

In the Department of Education (DepEd), the programs, projects, and activities (PPA), the Supreme Students Government (SSG) Adviser will document the PPAs' actions, and the school head/principal will provide all supporting data to the schools' division/city superintendent (SDS) through the SGP Division Coordinator. With this, evaluation and inspection systems can provide helpful input to schools, allowing them to build on their successes and adapt to changing demands. Evaluation is viewed as an inherent element of the teaching and learning process, focusing on actual teaching practice, a profoundly transformational force in society, and mechanisms for providing feedback and optimization (Kalathaki, 2016). As stressed by Stretton (2015), the project manager is frequently called upon to make decisions from legitimately competing opinions or needs of numerous contributing specialists in the usually complex interdisciplinary project environment. Time constraints make this a challenging undertaking, especially during the implementation phase.

The proposition incorporates sufficient exercises to assess the results of the people and the overall venture. The assessment will address and regardless of whether the expected results of the undertaking have been acknowledged and whether the assumptions for the schools and the members have been met. Along these lines, the task plan should give data on the expected effect on the understudies, educators, and others, and the school in general; how the school will incorporate the capabilities and encounters gained through the undertaking emergence (Erasmus, 2014).

As Kalathaki (2015) mentioned in her previous paper, all school projects, were derived from the

planned objectives and activities, not to mention the division of project material into portions, distinguishing theoretical and practical aspects.

In a more extensive view, it might be contended that, in instructional connections, there is consistently a difference between the activity goal – the task's destinations, for instance – and its execution. This difference is because of a progression of factors that may be hard to sum up. Nonetheless, among these factors, the setting wherein an instructive activity is done, and the restricting proportion going with the activities of the teacher (Digennaro and Borgogni, 2015) appear to have tremendous weight.

The above-reviewed literature has significant contributions to the researcher considering the PPAs as one of the motivating variables that reflects how an organization handles financial resource management.

School Facilities

Similarly, school facilities improve the quality of the classroom learning environment, as well as raising educational standards. Users' opinions must be considered ineffective in building environmental sustainability frameworks and practices. To progress toward sustainable buildings, it has been suggested that objective and unbiased criteria for users' impressions of existing buildings be devised and incorporated into appropriate building sustainability grading methods (Zepatou et al., 2016).

Furthermore, providing high-quality education is a sensitive undertaking that requires careful planning and execution. The stories and perspectives offered here have ramifications for institutional policies and procedures, as stated by Kapinga (2017).

In addition, the ability of schools to pay for extensive facility renovations or new construction is connected to the community's income because the great bulk of capital construction is supported by local taxpayers. Except in the tiny number of schools that have modified their educational facilities funding rules and practices, this fact embeds unfairness into a state's school facility settings (Rivera, 2019).

School charges address one principal hindrance to enrolment and persistence, particularly for kids from low-pay families. A comprehensive collection of proof shows that tutoring expenses repress school enrolment. For instance, guardians in Indonesia, China, the Solomon Islands, and numerous African nations refer to client expenses as a significant hindrance to enlisting their youngsters in school (Saroso, 2015).

While obligatory and free instruction is ordinarily represented by strategy, having these responsibilities dug in naturally doles out clear liability to the state for their arrangement and gives residents a device to consider legislatures responsible (Heymann, Raub, and Cassola, 2018).

The above works of literature enrich the researcher's conceptual framework by including the school facilities as one of the variables in this study.

Liquidation and Transparency

As part of financial resource management, the liquidation report takes place when the allocation of funds is implemented. School supporters would counter by stating that there would have been no crisis in the first place if there had not been a fractional-reserve liquidation and that with a price level, or even inflation target, the money supply should have been pushed to expand much more than it did (Goodhart et al., 2015).

After the proper implementation of financial resource management, being transparent to every member of the organization about the financial report of the funds is a must to give everyone a vast knowledge of how the funds are spent. In many nations, accountability has become a cornerstone of public sector reform. The primary rationale behind responsibility is that producer is held responsible for the results they produce. Different country-specific focuses on accountability have resulted in countries being classified as either "hard" or "soft," or "high" or "moderate" QAE procedures (OECD, 2013). Despite efforts to create a comprehensive picture of the school environment based on various characteristics, school-specific data is frequently gathered in the media into simplified listings and rank orders, accompanied by headlines about 'the best and the worst' achievers (Wallenius et al., 2018).

Moreover, these appear to be crucial factors in SRC uptake in the long run. At numerous levels, participation in the actual process of producing, understanding, and acting on SRC knowledge is critical to boosting experience, particularly at the community and school levels, as stated by Cheng and Moses in 2016.

The above literature about the proper liquidation as part of financial resource management has an outstanding contribution to this study because it allows the researcher to broaden its scope of study to consider this variable for a better result.

Stakeholders' Participation and Collaboration

Stakeholders, on the other hand, have an outstanding contribution to schools. They are the ones the school is seeking for some support in any circumstances. Also, according to learners, parents' personalities are the most critical explanatory component in predicting school organizational culture. Learners' parents are their first teachers, and their duty remains unchanged until their children enter school. The second step begins with the learner's entry into school, which exposes the role of teachers and principals in influencing the children's beliefs and actions and their parents (Paurrajab & Ghani, 2015).

According to Cabardo (2016), schools can improve their implementation of School-Based Management to increase the level of participation of school stakeholders in various school-sponsored events; seminars and conferences at the school level may be held to distribute knowledge and emphasize the importance of School-Based Management to multiple stakeholders.

This will also end any misunderstandings or misperceptions about what School-Based Management is; school administrators may form strong bonds with parents to incorporate them in the planning, implementation, and evaluation of school activities that are directly related to the learning activities of children. Collaborative initiatives are a community mover.

Positive behavior interventions and supports (PBIS) are an evidence-based approach for preventing and treating problematic behavior in schools while enhancing the school's general climate. Although the effectiveness of this positive, proactive framework has been proven in various school settings, little is known regarding schoolwide PBIS adoption and sustainability in high-need school settings. From the viewpoints of four stakeholders, this qualitative study looked into the hurdles and facilitators to establishing and maintaining PBIS in high-need schools (McDaniel et al., 2015).

This is to distinguish and decipher the impression of the conclusion of small-town schools by five classes of people: neighborhood specialists, school head administrators, instructors, guardians of students, understudies themselves, and the leftover town occupants. The article depends on the consequences of a subjective examination dependent on inside and out interviews directed in one of the rustic networks of Wielkopolska (More prominent Poland, one of Poland's districts). The hypothetical system utilized is J. Habermas' (2020) ideas of lifeworld and framework.

The outcomes showed that every classification of people saw and evaluated the neighborhood specialists' choice to rearrange the school network unexpectedly. The educators were the most basic regarding this, and the best were the students of the changed and sold schools. The perspectives of the particular classes of respondents are deciphered in how the after-effects of those progressions influence their 'lifeworld,' their blending, and their relations with "the framework."

The above literature helped the researcher better understand the significant contribution of the stakeholders in the school. This is also a variable that may significantly affect the financial resource management implementation in schools.

Income-Generating Funds (IGP)

When it comes to financial management, one thing that can be considered is the income-generating project that every organization can raise funds for. It was discovered by Nyamwega in 2016 when there was a scarcity of trained workers to run income-generating activities, as most of them are overseen by the head

teacher and the school bursar. They may not be the best people for the job. It was understood that schools have explicit ventures to help impoverished under study. Indeed, they have a bread shop where benefits explicitly help penniless under study pay expenses; they likewise make cleaning cleansers for that reason; this was perhaps the most overseen pay to produce the project in schools.

From the assessment, one might say that a few organizations have exceptionally enormous parcels. Yet, at the same time, they are not performing so well in a particular action. It was understood that a significant number of schools chosen in the assessment utilize this income from pay-creating exercises to spur instructors, laborers, and respondents; they are not really for aiding destitute cases yet for getting sorted out outings and retreats as a type of inspiration for staff and understudies.

As stated by Kipkoech (2018), commitment to IGPs in open auxiliary schools are dictated by the roundness of assets, both monetary and physical, low recurrence of head educator moves, and low degree of governmental issues, particularly on IGP benefits the executives and offering for IGP supplies. Undertaking the executives' abilities was not found to decide schools' commitment to IGPs. Successful partner correspondence can be likewise backstreet the unwarranted feelings of apprehension and weakening of the nature of instruction. Since the service of instruction may not give sufficient assets to even the fundamental school needs, government-funded schools center around recognizing and teaming up with support and accomplices to build up feasible school IGPs.

In addition to IGP, partner refinement of the significance of school IGPs combined with sharing of the advantages of IGPs' benefits through the inception of school improvement projects, installment of school charges for understudies from helpless foundations, and sponsorship of school expenses can be valuable methodologies in pivoting the negative misperceptions about school IGPs among the guardians.

Moses and Kasujja (2020) stressed that IGPs assume an extraordinary part in financing widespread essential training exercises, strikingly; as the advancement of virtual offices, supporting understudies' evaluation, buying educational materials, inspiration of educators, supporting school taking care of programs, improved students' maintenance, offer bursaries, utilize and paid specialists which advance powerful instructing and learning in the schools.

The mentioned pieces of literature are pretty substantial contributions to conceptualizing this study. IGPs are the things to consider in financial resource management implementation.

Annual Procurement Plan (APP)

Similarly, the Annual Procurement Plan (APP) is relevant to financial management. The main elements of school heads are their job as monetary supervisors. As such, they produce and activate economic assets; plan financial reports and submit and impart something similar to higher specialists and accomplices; acknowledge gifts, gifts, estates, and awards as per RA 9155 and represent school reserves; and oversee enrollment, support, and substitution of school resources and attitudes on non-reusable properties in managing school funds because of a few elements. These components could incorporate work-over-burden and a lack of information on the arrangements of relevant laws of the Philippines and their execution (Dabon, 2021).

According to Gondwe (2019), the presence of APP is significant to the presentation of getting the substance, just like the method of making appropriate assignment of assets as to the current prerequisites that decide the scope of exercises to be finished by the organization. Mindfulness of the open acquirement act and its guidelines is essential for appropriate drive and execution of the obtainment plan by open establishments. The drive for yearly acquirement plans in some way or another is at an agreeable degree of viability.

Moreover, the execution of the APP isn't at a palatable degree of viability because of the presence of a few snags that made the scope of exercises not be carried out as arranged, with the company of acquisition exercises that were excluded before just as little thought of time from soft opening to the agreement marking and postponements in the fruition of the started acquirement exercises.

As to financial management, the markers assessed by the school heads as profoundly noticed depicted as information and ability level of skills, notwithstanding, pointers deciphered as "noticed" are more on the presentation capability, which is essential for a school director to show. These outcomes indicated that the school heads are entirely educated and talented in monetary administration as far as information and adherence to the rules, approaches, and issuances, guaranteeing that the asset portion and acquisition are lined up with the school plan, which is a prerequisite to guarantee proficient and viable school activity (Valenzuela & Buenvenida, 2021).

Furthermore, Republic Act No.9155 (Administration of Essential Instruction Demonstration of 2001) specified in Area 6.2 the Power, Responsibility, and Obligation of the School Heads. The arrangements characterize the job of the school heads to oversee and deal with all faculty and physical and financial assets of the school. This infers that school heads wear many caps in driving the school. They are the school's overseers, bosses, finance officials, mediators, advocates, and even instructors. With the entry of RA 9155, the school-based management (SBM) was carried out as the administrative structure of the DepEd.

This administrative structure moves the power and authority just as the assets to the school level, understanding that school heads, including instructors, key forerunners locally, and even guardians, know the root and answer to the issue (Abulencia, 2012).

The above works of literature about APP significantly contribute to this study as they provided the researcher a better perspective to look at when dealing with financial management.

Budgetary Plans, Fund Allocation, Expenditures, and Internal Auditing

Horvat and Zvorc (2017) stated that internal auditors are not predictable in auditing the consistency of foundations with the guidelines for the substance of monetary plans; else, they would need a cause to notice the lack of monetary arrangement substance. Thus, inspectors ought to present take a look at strategies for confirming the suitability of required importance in the economic plans. The monetary arrangement is a vital economic and bookkeeping archive of the school; in particular, they are essential for the region's financial plan and part of the state's financial plan. They all create public cash. If schools don't design their exercises in monetary view in the lawfully fitting way additionally, regions' and state's financial plan is ready in a proper manner.

An overabundance use of over income is a negative working outcome. The distinction between higher uses and lower incomes of lawful substances in the bookkeeping time frame is not set in stone. It is contracted as a shortage (Janc, 2012).

For spending clients, the excess is dispensed as per the law and the choice of the originator; on a similar premise, the shortfall is additionally covered. At the point when not set in stone, it will be designated, as per sectoral enactment, generally for a movement completed by an aberrant spending client; in singular cases, the originator chooses to move the excess to the author's record, which is the state or district of a financial plan. When not settled, the originator might decide to cover it in the current year with an extra exchange of assets from the spending plan, regardless of whether to move the deficiency to the following bookkeeping time frame or to acquaint different measures with advanced circumstances.

Research Hypotheses

The research hypotheses pursued in the study were: the public secondary school's financial resource management practices have no significant effect on their school performance, PPA implementation, liquidation, transparency, and school facilities; the challenges in school financial resource management of the public the secondary school have no significant effect on their performance, PPA implementation, liquidation,

transparency, and school facilities; and, there is no significant difference between the responses of school heads and finance officers in practices, challenges, and financial resource management.

Conceptual Framework

The independent variables consist of the financial resource management practices and challenges of the public secondary schools. On the other hand, the dependent variables emphasize the variables affected by the independent variables: school performance, PPA implementation, liquidation, transparency, and school facilities.

Research Paradigm

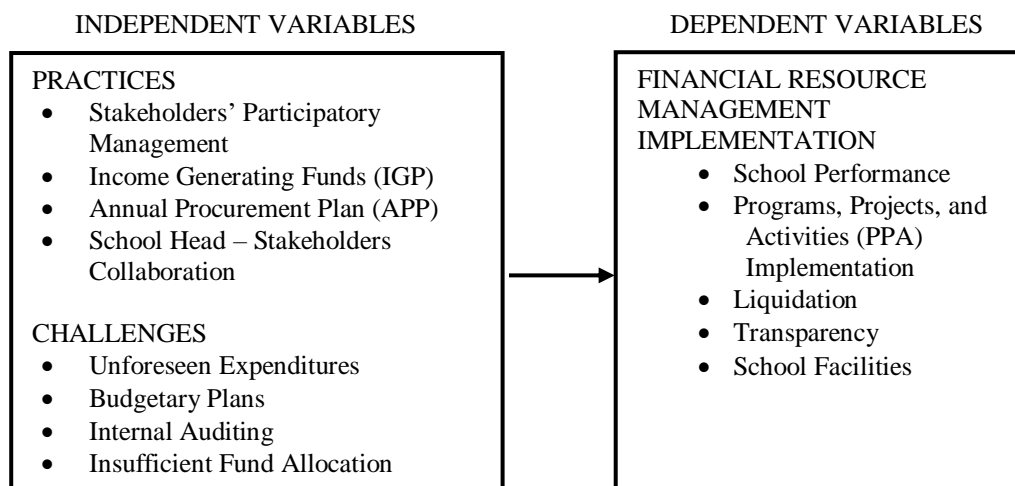


Figure 1 shows the paradigm that is consisted of two boxes. The box on the left consists of the practices and challenges in financial resource management implementation and the box on the right consists of the implementation of it. The arrow in the middle implies the effect of the practices and challenges on the implementation of financial resource management implementation.

Methodology

Research Design

Methodologically, the researcher called for a descriptive research design in a quantitative approach to fully capture practices and challenges in school financial resource management implementation in the schools in the division of Laguna. Descriptive study designs help describe the desirable characteristics of the sample under investigation.

Respondents of the Study

The study's respondents are the school heads and selected finance officers in the division of Laguna. The table on the next page shows the number of school heads and designated finance officers in each district. The districts contain the exact number of respondents who honestly answered each question in the research instruments.

The researcher used the purposive sampling technique in selecting the respondents. The main goal is to concentrate on specific characteristics of a group that interests the researcher to best answer the research questions. Although the sample used in the study is not typical of the entire population, this is not considered a flaw by qualitative or mixed methods researchers. Instead, it is a decision whose goal differs based on the type of sampling technique used. The researcher used Slovin's formula to draw out the sample number of respondents for school heads: 68 sample respondents out of 82 total population at an alpha level of 5%. The 97 finance officers were purposively selected.

Research Procedure

First, the researcher sought approval from the Schools Division of Laguna office to conduct his study through a request letter addressed to the persons in the office. At the same time, the researcher asked for the list of names of school heads in the entire division.

Second, the researcher went to schools in each district to distribute the questionnaires to school heads and finance officers. Regarding the questionnaires, the school heads offered two modes: the printed one and the Google Form if they requested it.

It happened that for some school districts, which are pretty far and the researcher could not go personally, the Messenger application was used to reach those school heads and offered them to answer the questionnaire through Google Form.

Research Instrument

The instrument used in gathering data is a survey questionnaire. The researcher went to the schools to personally meet the heads and give the printed questionnaires. This is a written series of questions, whereas a survey is the process of gathering, aggregating, and analyzing the replies to those questions. The second option in data gathering is using the Google Form containing the same contents as the printed questionnaire if the respondents requested it. A questionnaire is a research tool consisting of a series of questions or other prompts aimed at gathering data from a respondent. A research questionnaire usually consists of a combination of closed-ended questions with a Likert scale and an open-ended question in the latter for any further information the respondents may provide.

The scale used is measuring the practices in terms of stakeholders' participatory management, IGPs, APP, and school head – stakeholders' collaboration, and financial resource management implementation in terms of school performance, PPAs implementation, liquidation, transparency, and school facilities of the respondents is as follows:

| Scale | Mean Response | Description |
|-------|---------------|----------------|
| 4 | 3.26 – 4.00 | Excellent |
| 3 | 2.51 – 3.25 | Above Average |
| 2 | 1.76 – 2.50 | Below Average |
| 1 | 1.00 – 1.75 | Extremely Poor |

In the same manner, the scale used in measuring the challenges in terms of unforeseen expenditures,

budgetary plans, internal auditing, and insufficient fund allocation of the respondents is as follows:

| Scale | Mean Response | Description |
|-------|---------------|--------------|
| 4 | 3.26 – 4.00 | Always |
| 3 | 2.51 – 3.25 | Fairly Often |
| 2 | 1.76 – 2.50 | Occasionally |
| 1 | 1.00 – 1.75 | Not at all |

Statistical Treatment of Data

The major statistical tool used in this study was the weighted mean and standard deviation to determine the main level of the practices, challenges, and financial resource management implementation of the schools.

To answer the inferential questions, regression analysis was used to know the significant effect of the practices and challenges to the financial resource management implementation in the schools in SDO Laguna. And lastly, to compare the responses and avoid biases, the independent t-test was used to compare the reactions of school heads and finance officers.

The table below shows that summary of the statistical treatments used for each statement of the problem.

Table 1. Statistical Tools on Gathered Data

| Statement of the Problem | Descriptions | Statistical Treatment |
|--|---|--------------------------------------|
| 1. Level of responses of school heads and finance officers towards their practices. | This pertains specifically to the practices of schools toward financial resource management implementation. | Weighted Mean and Standard Deviation |
| 2. Level of responses of school heads and finance officers towards their challenges. | This pertains specifically to the practices of schools toward financial resource management implementation. | Weighted Mean and Standard Deviation |
| 3. Level of responses of school heads and finance officers towards school financial resource implementation. | These are the dependent variables pertaining solely to the financial resource management implementation of schools. | Weighted Mean and Standard Deviation |
| 4. Significant effect of the practices on the school financial resource implementation | This is how the practices significantly affect schools' financial resource management implementation. | Regression Analysis |
| 5. Significant effect of the challenges to the school financial resource implementation | This is how the challenges significantly affect the financial resource management implementation of schools. | Regression Analysis |
| 6. Significant difference between the responses of school heads and finance officers. | As to avoid biases, the responses of school heads and financial officers are being compared. | Independent T-test |

Result and Discussion

Based on the data presented, analyzed, and interpreted, the following were the findings:

The mean level of responses of school heads and finance officers towards their practices in financial resource management implementation in terms of stakeholders' participatory management, IGP, APP, and school heads – stakeholders' collaboration are highly remarkable. In the same manner, the computed mean level on how the schools manage challenges in terms of unforeseen expenditures, budgetary plans, internal auditing, and insufficient fund allocation are highly remarkable.

Moreover, the mean level of responses of school heads and finance officers towards school performance, PPA implementation, liquidation, transparency, and school facilities are also highly remarkable. Table 2. The Effect of the Practices on the School Performance, PPA Implementation, Liquidation, Transparency, and School Facilities

| | Computed F value | p-value | Analysis |
|---|------------------|---------|-------------|
| Stakeholders' Participatory Management | | | |
| school performance | 92.34 | 0.000 | Significant |
| PPA implementation | 68.91 | 0.000 | Significant |
| liquidation | 107.2 | 0.000 | Significant |
| transparency | 142.7 | 0.000 | Significant |
| school facilities | 176.2 | 0.000 | Significant |
| Income Generating Funds (IGP) | | | |
| school performance | 95.97 | 0.000 | Significant |
| PPA implementation | 81.35 | 0.000 | Significant |
| liquidation | 107.6 | 0.000 | Significant |
| transparency | 162.5 | 0.000 | Significant |
| school facilities | 185.2 | 0.000 | Significant |
| Annual Procurement Plan (APP) | | | |
| school performance | 120.7 | 0.000 | Significant |
| PPA implementation | 167.1 | 0.000 | Significant |
| liquidation | 185.0 | 0.000 | Significant |
| transparency | 255.2 | 0.000 | Significant |
| school facilities | 256.7 | 0.000 | Significant |
| School Head – Stakeholders Collaboration | | | |
| school performance | 74.30 | 0.000 | Significant |
| PPA implementation | 75.07 | 0.000 | Significant |
| liquidation | 128.5 | 0.000 | Significant |
| transparency | 121.0 | 0.000 | Significant |
| school facilities | 172.1 | 0.000 | Significant |

From the findings, it can be inferred that at a 0.05 level of significance, the null hypothesis stating that practices have no significant effect on the school performance, PPA implementation, liquidation, transparency, and school facilities is rejected. The alternative should be accepted, which incites that there is a significant effect between them.

Table 3. The Effect of Proper Management of Challenges on the School Performance, PPA Implementation, Liquidation, Transparency, and School Facilities

| | Computed F value | p-value | Analysis |
|--------------------------------|------------------|---------|-------------|
| Unforeseen Expenditures | | | |
| school performance | 83.00 | 0.000 | Significant |
| PPA implementation | 135.3 | 0.000 | Significant |
| liquidation | 95.12 | 0.000 | Significant |
| transparency | 158.7 | 0.000 | Significant |
| school facilities | 237.0 | 0.000 | Significant |
| Budgetary Plans | | | |
| school performance | 122.4 | 0.000 | Significant |
| PPA implementation | 178.8 | 0.000 | Significant |
| liquidation | 181.0 | 0.000 | Significant |
| transparency | 221.2 | 0.000 | Significant |
| school facilities | 319.6 | 0.000 | Significant |
| Internal Auditing | | | |
| school performance | 228.1 | 0.000 | Significant |
| PPA implementation | 228.4 | 0.000 | Significant |
| liquidation | 176.5 | 0.000 | Significant |

| | | | |
|-------------------------------------|-------|-------|-------------|
| transparency | 365.1 | 0.000 | Significant |
| school facilities | 391.9 | 0.000 | Significant |
| Insufficient Fund Allocation | | | |
| school performance | 370.2 | 0.000 | Significant |
| PPA implementation | 1215 | 0.000 | Significant |
| liquidation | 155.3 | 0.000 | Significant |
| transparency | 236.2 | 0.000 | Significant |
| school facilities | 155.9 | 0.000 | Significant |

From the findings, it can be inferred that at a 0.05 level of significance, the null hypothesis stating that there is no significant effect of the challenges to the school performance, PPA implementation, liquidation, transparency, and school facilities is rejected. The alternative should be accepted, which incites that there is a significant effect between them.

Table 4. The Difference in the Responses of School Heads and Finance Officers

| | Computed t value | p-value | Analysis |
|---|------------------|---------|-----------------|
| Practices | 0.091 | 0.464 | Not Significant |
| Challenges | 1.684 | 0.047 | Significant |
| School financial resource management implementation | 0.116 | 0.454 | Not Significant |

From the findings, it can be inferred that at a 0.05 level of significance, the null hypothesis stating that there is no significant difference between the responses of school heads and finance officers in terms of challenges is partially accepted. The alternative should be partially rejected, which incites a significant difference between them.

Conclusions

After scrutinizing the data, the following conclusions are revealed:

1. It was concluded that there is a significant effect of the practices on the school performance, PPA implementation, liquidation, transparency, and school facilities. Hence, the null hypothesis is rejected.
2. It was also concluded that there is a significant effect of the challenges to the school performance, PPA implementation, liquidation, transparency, and school facilities. Thus, the null hypothesis is rejected.
3. Lastly, it was concluded that there is no significant difference between the responses of school heads and finance officers when it comes to practices and financial resource management implementation. However, there is a significant difference between their responses to challenges. Hence, the null hypothesis is partially rejected.

Recommendations

Based on the findings and conclusions drawn, the following are recommended:

1. It is recommended that the school heads, use the results of this study as an addition to the list of their practices in financial resource management to further strengthen how they manage the funds, likewise, in handling the challenges that they may encounter.

2. To the school financing officers, the results of this study may be beneficial for them to serve as a guide in identifying possible practices that they can add up to their practices. Also, this may help them have a broader perspective in managing funds as they work hand-in-hand with the school heads.
3. To the SDO Laguna, the results of this study may be beneficial for them to identify if there are other areas in financial resource management among the schools that they need to focus on. Likewise, they will be able to recognize if the practices in financial resource management implementation in schools in Laguna are appropriately accomplished.

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